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ABSTRACT

The data presented in this report on the Detroit Public School System (DPS) are used to discover which issues, trends, and implications are expected to affect DPS through 1990. The report is divided into an external analysis, internal analysis, and key stakeholders report. In the external analysis, an environmental scan of the economic, social, political, technological, and education factors was conducted for the period 1979-80 through 1983-84. The data were used to determine trends through 1990. A series of critical issues considered to be key problems were developed from the environmental data, and the implications for DPS were formulated. For the internal analysis, data and information were collected for 11 areas, including finance, students, pupil personnel services, community relations, technology, achievement, curriculum, and support services. The key stakeholders report is an analysis based upon a survey which measured the perceptions of various groups (consisting of students, parents and community members, and others) about program areas, educational services, strengths and weaknesses, improvement recommendations, goals, and groups DPS should serve. A list of recommendations for dealing with upcoming problems is included. (PS)

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DETROIT PUBLIC SCHOOLS
STRATEGIC PLANNING

RESOURCE DOCUMENT

— A COMPREHENSIVE APPROACH

- THE EXECUTIVE SUMMARY
- EXTERNAL ANALYSIS
- INTERNAL ANALYSIS
- DATABASE, 1984-85
- KEY STAKEHOLDERS REPORT

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February 14-16, 1985 (Rev.)

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DETROIT PUBLIC SCHOOLS STRATEGIC PLANNING
RESOURCE DOCUMENT

TABLE OF CONTENTS

INTRODUCTION

THE EXECUTIVE SUMMARY

EXTERNAL ANALYSIS

INTERNAL ANALYSIS

DATABASE, 1984-85

KEY STAKEHOLDERS REPORT

Rev. 1/25/85

INTRODUCTION

The DETROIT PUBLIC SCHOOLS STRATEGIC PLANNING RESOURCE DOCUMENT was prepared to provide the planning team with the information necessary to develop the DPS Strategic Plan. It includes five major parts:

1. The Executive Summary
2. External Analysis
3. Internal Analysis
4. Database, 1984-85
5. Key Stakeholders Report

The Executive Summary is at the heart of this document. It identifies the critical issues and implications related to the external analysis, internal analysis, database, and the key stakeholders report. Furthermore, it provides the basis for the development of the DPS strategic mission, goals, and objectives.

Rev. 1/25/85

DETROIT PUBLIC SCHOOLS
STRATEGIC PLANNING
RESOURCE DOCUMENT

THE EXECUTIVE SUMMARY

— A STRAIGHTFORWARD VIEW

OFFICE OF STRATEGIC PLANNING

February 14-16, 1985 (Rev.)

THE EXEC. SUMM.

DETROIT PUBLIC SCHOOLS (DPS) STRATEGIC PLANNING
RESOURCE DOCUMENT

THE EXECUTIVE SUMMARY
--A Straightforward View

The intent of THE EXECUTIVE SUMMARY is to focus upon the issues, trends, and implications expected to affect DPS during the next five years.

This summary covers the External Analysis, the Internal Analysis and the Key Stakeholders Report.

In the External Analysis, an environmental scan of the economic, social, political, technological and educational factors was conducted for the period 1979-80 through 1983-84. These data were analyzed, interpreted and used to determine trends expected to occur from 1984-85 through 1989-90. A series of critical issues considered to be key problems were developed from the environmental data, and the implications for DPS were formulated.

A similar process was used for the Internal Analysis. Data and information were collected for 11 areas of DPS, including (A) Finance, (B) Students, (C) Pupil Personnel Services, (D) Human Resources, (E) Community Relations, (F) Labor, Legal and Legislative Affairs, (G) Technology, (H) Achievement, (I) Curriculum, (J) Organization and Management, and (K) Support Services.

The Key Stakeholders Report is an analysis based upon a survey which measured the perception of various groups consisting of students, parents and community members, businesses and other organizations, Board members, and staff about program areas, educational services, strengths and weaknesses, improvement recommendations, goals, and groups DPS should serve.

The key issues derived from the External Analysis, Internal Analysis, and Key Stakeholders Report were then treated as follows: (1) for each issue a trend was identified indicating whether it is showing an increase, little change, or decrease; and (2) the implications were drawn from the issues. The implications set the stage for the development of the DPS Strategic Plan.

Rev. 1/25/85

EXTERNAL ISSUES ECONOMIC	INCREASE	LITTLE CHANGE	DECREASE
Productivity - nationally	x		
Productivity - locally		x	
Foreign competition	x		
Federal revenues for defense	x		
Federal revenues for education			x
Governmental share of GNP			x
Employment - nationally	x		
Employment - locally		x	
Earnings of citizens - nationally	x		
Earnings of citizens - locally		x	
Inflation		x	

EXTERNAL ISSUES ECONOMIC	INCREASE	LITTLE CHANGE	DECREASE
Competition for scarce resources	x		
Energy and utility costs	x		
Tax rebellion	x		
Taxes - nationally	x		
Taxes - locally	x		
Women in workforce	x		
Alternative work schedules	x		
Average work hours per week			x
Restructuring and downsizing of northern industries	x		

ES 2

Rev. 2/14/85

EXTERNAL ISSUES SOCIAL	INCREASE	LITTLE CHANGE	DECREASE
Total population - nationally	x		
Total population - locally			x
Life expectancy	x		
Birth rate			x
Number of births	x		
Migration - north to south	x		
Students in pre-school	x		
Minority population	x		
Divorce rate	x		
Single parent homes	x		
Crime - urban areas	x		
Crime - white collar	x		
Mobility of economically deprived			x
Trust of government			x
Impact of morality and religion	x		

EXTERNAL ISSUES POLITICAL	INCREASE	LITTLE CHANGE	DECREASE
Change to issue-oriented society	x		
Influence of political parties			x
Decentralization of state and federal government	x		
Environmental health and safety needs	x		
Deregulation of economic activities	x		
Use of litigation to solve problems	x		
Governmental spending for non-defense activities			x
Reform in health and social security programs	x		
Political force of senior citizens	x		
Influence of unions			x
Minority demand for equality	x		
Minority demand for political power	x		

ES 3

Rev. 1/25/85
Rev. 2/11/85

EXTERNAL ISSUES TECHNOLOGICAL	INCREASE	LITTLE CHANGE	DECREASE
Telecommunications	x		
Microelectronics	x		
Robotics	x		
Biogenetics	x		
Lasers	x		
Employment - unskilled			x
Employment - technically skilled	x		
Service and information society	x		
Job security demands	x		
Need for retraining programs	x		
Need for adequate trainers	x		
Funding sources - traditional			x
Recruitment of math, science and technically skilled	x		
Research and development funds - traditional			x

EXTERNAL ISSUES EDUCATIONAL	INCREASE	LITTLE CHANGE	DECREASE
Restructuring of education	x		
Demand for technically competent students	x		
Emphasis on advanced (higher order) skills	x		
Demand for adult education	x		
Supply of qualified mathematics and computer teachers			x
Student enrollment - nationally	x		
Student enrollment - locally			x
Pre-school centers	x		

ES 4

Rev. 1/25/85
Rev. 2/14/85

INTERNAL ISSUES FINANCE (A)	INCREASE	LITTLE CHANGE	DECREASE
Total revenues		x	
Local revenues		x	
Operational millage		x	
State revenues		x	
Federal revenues			x
Total expenditures		x	
Total current operating expenditures per pupil	x		
Fuel and utility costs	x		
Medical insurance costs	x		
Retirement costs		x	
Salaries		x	

INTERNAL ISSUES STUDENTS (B)	INCREASE	LITTLE CHANGE	DECREASE
Enrollment - Total			x
Enrollment - K-5			x
Enrollment - 6-8			x
Enrollment - 9-12			x
Percent black students	x		
Percent white students			x
Percent others		x	
Schools with high percent minorities	x		
Enrollment - self-contained special education		x	
Enrollment - trainable mentally impaired		x	
Enrollment - emotionally impaired		x	
Enrollment - learning desabled		x	
Enrollment - hearing impaired		x	
Enrollment - physically and otherwise health impaired		x	
Enrollment - visually impaired		x	
Enrollment - speech and language support service		x	
Special education schools		x	

ES 5

Rev. 1/25/85
Rev. 2/14/85

INTERNAL ISSUES STUDENTS (B)	INCREASE	LITTLE CHANGE	DECREASE
Enrollment - adult	x		
Percent Average Daily Attendance (ADA) - total			x
Percent ADA - kindergarten			x
Percent ADA - elementary school			x
Percent ADA - middle school			x
Percent ADA - high school			x
Percent ADA - special education		x	
Pupil mobility		x	
Expulsions - total		x	
Expulsions - high school		x	
Expulsions - middle school	x		
Expulsion cases recommended for central review	x		

INTERNAL ISSUES STUDENTS (B)	INCREASE	LITTLE CHANGE	DECREASE
Suspensions - total	x		
Suspensions - elementary school	x		
Suspensions - middle school	x		
Suspensions - high school	x		
Dropouts - total		x	
Dropouts - White		x	
Dropouts - Hispanics		x	
Dropouts - Black			x
Dropouts - American Indian		x	
Dropouts - Asians		x	
Undesirable Incidents		x	

ES 6

Rev. 2/14/85

INTERNAL ISSUES PUPIL PERSONNEL SERVICES (C)	INCREASE	LITTLE CHANGE	DECREASE
Demand for attendance services	x		
Demand for counseling services	x		
Demand for social worker services	x		
Demand for mandated special education services	x		
Demand for psychological services	x		
Demand for automated data storage and retrieval	x		
HUMAN RESOURCES (D)			
Age of staff	x		
Shortage of mathematics and science teachers	x		
Need for training and retraining	x		
Staff morale		x	
Staff absenteeism		x	
Future staffing needs			x
Staff evaluation		x	

INTERNAL ISSUES COMMUNITY RELATIONS (E)	INCREASE	LITTLE CHANGE	DECREASE
Systematic methods of communications with all publics		x	
Parent and community involvement		x	
High school relations with parents		x	
Understanding of vocational technical centers		x	
Building links with colleges, universities, business and industry	x		
LABOR, LEGAL AND LEGISLATIVE AFFAIRS (F)			
Federal support for education			x
Impact of litigation	x		
Governmental immunity			x
Equal employment opportunities	x		
Relations with organized labor groups		x	

Rev. 1/25/85
Rev. 2/14/85

INTERNAL ISSUES **TECHNOLOGY** (G)	INCREASE	LITTLE CHANGE	DECREASE
Utilization of computers in instructional and managerial areas	x		
Technology - equal access		x	
Technology - resources			x
Technology - management problems	x		
ACHIEVEMENT (H)			
Utilization of tests	x		
Scores on MEAP, Grades 4, 7, 10			
Math		x	
Reading		x	
Scores on CAT, Grades 3, 5			
Math		x	
Reading		x	

INTERNAL ISSUES **ACHIEVEMENT** (cont.) (H)	INCREASE	LITTLE CHANGE	DECREASE
Scores on CAT, Grade 8			
Math	x		
Reading	x		
Scores on CAT, Grade 11A			
Math		x	
Reading		x	
Ninth Grade Communications Skills Test		x	
Detroit High School Proficiency Test			
Reading, Writing, Math	x		
Students with endorsed diplomas	x		
DPS scores on SAT		x	
DPS scores on ACT		x	
Dollar value of scholarships	x		

INTERNAL ISSUES CURRICULUM (I)	INCREASE	LITTLE CHANGE	DECREASE
Emphasis on basic skills	x		
Emphasis on higher order thinking skills	x		
Day care programs	x		
Pre-school programs	x		
Kindergarten programs	x		
Updating vocational technical programs		x	
Library/media services for middle schools	x		
Application of technology in all aspects of curriculum	x		
Access to computer technology		x	
Adoption of system-wide single textbooks	x		

INTERNAL ISSUES CURRICULUM (I)	INCREASE	LITTLE CHANGE	DECREASE
Need for growth and development of staff	x		
Continuity of curriculum K-12	x		
Program offerings	x		
Alternative programs	x		
Educational programs for all segments of the community	x		
Monitoring of student achievement	x		

ES 9

Rev. 1/25/85
Rev. 2/14/85

INTERNAL ISSUES

ORGANIZATION AND MANAGEMENT

(J)

INTERNAL ISSUES ORGANIZATION AND MANAGEMENT (J)	INCREASE	LITTLE CHANGE	DECREASE
Need for administrative reorganization	x		
Quality of communications and coordination		x	
Central and area office support		x	
Supervision	x		
Planning	x		
Need for a comprehensive database	x		
Board meetings		x	

INTERNAL ISSUES

SUPPORT SERVICES

(K)

INTERNAL ISSUES SUPPORT SERVICES (K)	INCREASE	LITTLE CHANGE	DECREASE
Need for school construction			x
Maintenance of school facilities		x	
Renovation		x	
Building and site improvement		x	
Vandalism	x		
School closings	x		
Office and equipment costs	x		
Aging bus fleet	x		
New food services	x		

ES 10

Rev. 1/25/85
Rev. 2/14/85

KEY STAKEHOLDERS RESPONSES STUDENT SERVICES AND PROGRAMS	MOST IMPORTANT	MODERATELY IMPORTANT	LEAST IMPORTANT
Basic skills	X		
Advanced skills	X		
Student support services		X	
Specialized schools and programs		X	
High technology		X	
Career development		X	
Cultural studies			X

KEY STAKEHOLDERS RESPONSES ADULT SERVICES AND PROGRAMS	MOST IMPORTANT	MODERATELY IMPORTANT	LEAST IMPORTANT
Career development and retraining	X		
Adult education	X		
Family support		X	
Consumer economics		X	
High technology		X	
Senior citizens			X
Recreation and leisure time			X

ES 11

KEY STAKEHOLDERS RESPONSES ISSUES	MOST IMPORTANT	MODERATELY IMPORTANT	LEAST IMPORTANT
Curriculum development and student achievement	X		
Student attendance	X		
Funding	X		
School climate		X	
Staff development		X	
Management			X
Competition from non-public school			X

KEY STAKEHOLDERS RESPONSES STRENGTHS	GREATEST STRENGTH	MODERATE STRENGTH	LEAST STRENGTH
Instructional staff	X		
Curriculum	X		
Superintendent, administration, their policies and practices	X		
Public and community relations		X	
Organizational structure			X
Plant, equipment, materials			X
Student achievement and behavior			X
School safety and security			X
Student issues, relations			X

ES 12

Rev. 2/14/85

KEY STAKEHOLDERS RESPONSES WEAKNESSES	GREATEST WEAKNESS	MODERATE WEAKNESS	LEAST WEAKNESS
Administration, their policies and practices	X		
Funding declining enrollment	X		
Instructional staff		X	
Curriculum		X	
School safety and security		X	
Public and community relations		X	
Plant, equipment, materials		X	
Student achievement			X
Organizational structure			X
Student attendance, dropouts			X
Student issues, relations			X

KEY STAKEHOLDERS RESPONSES AREAS TO IMPROVE	HIGHEST NEED	MODERATE NEED	LOWEST NEED
Administration, their policies and practices	X		
Funding	X		
Instructional staff	X		
Curriculum	X		
School safety and security		X	
Public and community relations		X	
Plant, equipment, materials		X	
School administration		X	
Student achievement and behavior		X	
Organizational structure			X

KEY STAKEHOLDERS RESPONSES

SERVICES FOR NEW GROUPS	MOST IMPORTANT	MODERATELY IMPORTANT	LEAST IMPORTANT
Pre-school	X		
Parents, working and single	X		
Adults:			
Unemployed/underemployed	X		
Not qualified for existing programs		X	
School dropouts		X	
Senior citizens		X	
Life-long learning			X
Teachers			X
No New Groups	X		

KEY STAKEHOLDERS RESPONSES

MAJOR FIVE YEAR GOALS	MOST IMPORTANT	MODERATELY IMPORTANT	LEAST IMPORTANT
Improvement student achievement	X		
Staff development	X		
Improving curriculum		X	
Improving public and community relations		X	
Better management and planning		X	
Student support services		X	
Funding			X

ES 14

Rev. 2/14/85

EXECUTIVE SUMMARY

IMPLICATIONS

EXECUTIVE SUMMARY

IMPLICATIONS

- Balance expenditures with revenues.
- Increase revenues by offering those programs with positive cost benefit ratios, e.g., adult education.
- Reduce the high dropout rate particularly at the high school level to improve services to students and to raise revenues.
- Increase state and local revenues by increasing the operational millage rate.
- Increase revenues by increasing legislative involvement at the local, state and federal levels.
- Explore all sources of revenue, especially private foundations.
- Monitor population trends to determine staff and facility needs for changing demographics.
- Provide staff and facilities for an increasing adult education population.
- Improve student achievement particularly in the basic, as well as higher order thinking skills.
- Provide educational programs which enable students to function in a high tech society.
- Improve student support services for all students.
- Recognize staff for outstanding accomplishments.
- Provide staff retraining in critical shortage areas, e.g., mathematics, science and computer education.
- Provide inservice training for a mature staff.
- Recruit and retain competent staff, especially mathematics, science and computer teachers.
- Improve school community relationships.
- Gain and maintain the support of the numerous publics.
- Develop appropriate linkages with business and industry and colleges and universities.
- Provide pre-school programs particularly for working and single parents.
- Review and update the curriculum to enable students to have optimum educational opportunities.

IMPLICATIONS (cont.)

- Provide alternative educational programs that motivate youth to complete their high school education.
- Integrate high technology into all phases of the educational program.
- Restructure DPS consistent with its mission.
- Provide for better management and planning.
- Improve administrative policies and practices.
- Improve safety and security for students and staff.
- Provide an efficient and effective transportation fleet.
- Close facilities consistent with the decline in enrollment.

DETROIT PUBLIC SCHOOLS
STRATEGIC PLANNING
RESOURCE DOCUMENT

EXTERNAL ANALYSIS

— AN ENVIRONMENTAL SCAN

OFFICE OF STRATEGIC PLANNING

February 14-16, 1985 (Rev.)

DETROIT PUBLIC SCHOOLS

EXTERNAL ANALYSIS

ECONOMIC
SOCIAL
POLITICAL

TECHNOLOGICAL
EDUCATIONAL

ENVIRONOMETAL SCANNING: An essential step in strategic planning is environmental scanning. Environmental scanning is an effort to identify developing and future trends or forces external to the organization which are likely to shape or influence the organization and its programs. This data collection activity leads to the development of some approximation or picture of the future. This future view is then compared with an internal analysis of the organization's strengths, resources, and capabilities as a means of determining the actual or potential fit of the organization in the larger environment. This comparison leads to the development of a mission for the organization and the strategic goals which can lead to the attainment of that mission.

There are a number of ways to organize environmental scanning efforts. One way to organize the environmental scanning efforts is to consider five primary sets of data likely to have an impact on schools -- economic, social, political, technological, and educational variables. These are compared with the perceptions and expectations of leaderships and stakeholders and an internal analysis of the organizations' capability to identify areas of need and opportunity.

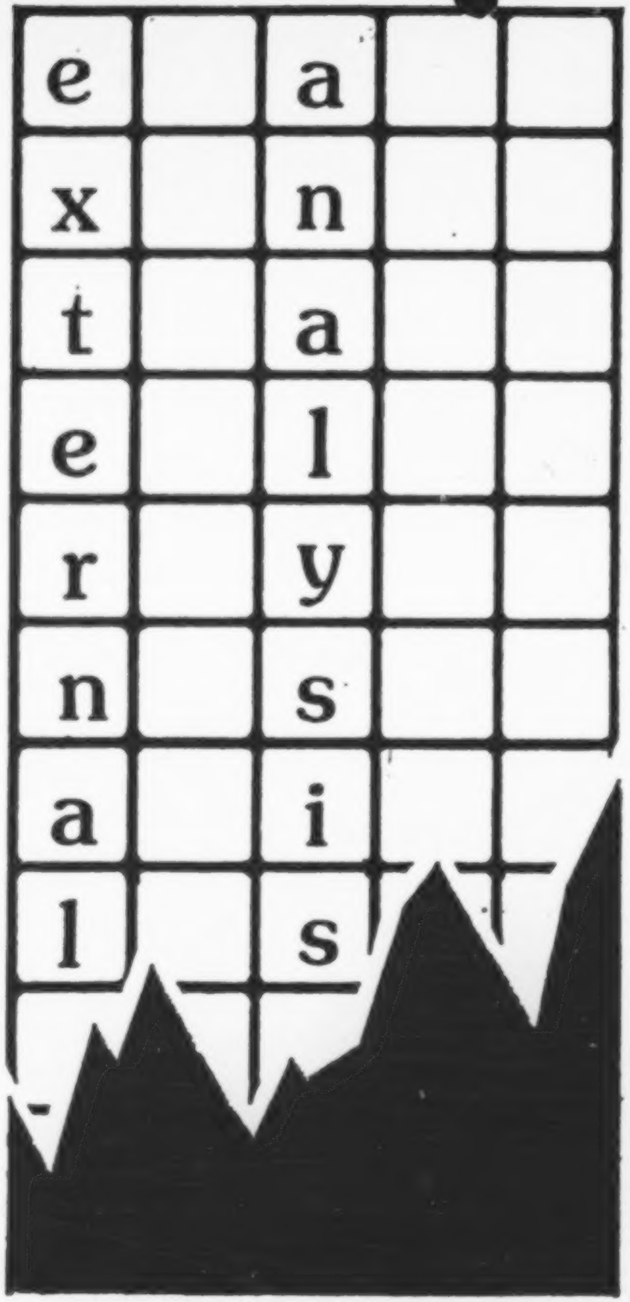


TABLE OF CONTENTS

Page

Introduction iii

EXECUTIVE SUMMARY 1

I. ECONOMIC 9

--Summary 10
--Educational Implications 15
--Charts and Graphs 19

II. SOCIAL 27

--Summary 28
--Educational Implications 37
--Charts and Graphs 40

III. POLITICAL 49

--Summary 50
--Educational Implications 58
--Charts and Graphs 63

IV. TECHNOLOGICAL 65

--Summary 67
--Educational Implications 72
--Charts and Graphs 78

V. EDUCATIONAL 85

--Summary 86
--Educational Implications 89
--Charts and Graphs 93

DETROIT PUBLIC SCHOOLS (DPS) STRATEGIC PLAN

EXTERNAL ANALYSIS

Introduction

The external analysis for the Detroit Public Schools (DPS) Strategic Plan provides a description of the environmental factors which have impact upon the Detroit Public Schools. It was developed to facilitate the strategic planning process.

The process used to develop the external analysis consisted of the following steps:

The five environmental factors to be considered in the external analysis were identified; namely:

-Economic *-Political* *-Educational*
-Social *-Technological*

A set of strategic questions related to each factor was identified.

Data which responded to the strategic questions were acquired from various organizations and agencies at the national, state, and local levels.

A 14-member task group consisting of consultants from the national, state, county, and city levels and Detroit Public School staff members were convened during the week of July 30 - August 3, 1984. The task group prepared the first draft utilizing a process which included, but was not limited to, the following steps:

Reviewing the literature, research, and related data including trends and forecasts

Interacting with consultants in a particular area

Synthesizing the data for each factor

Working on each factor in small groups to prepare a draft

Consolidating the drafts for each of the five factors into a single document

Distributing the document for review by the Detroit Public Schools Strategic Planning Team

EXTERNAL ANALYSIS

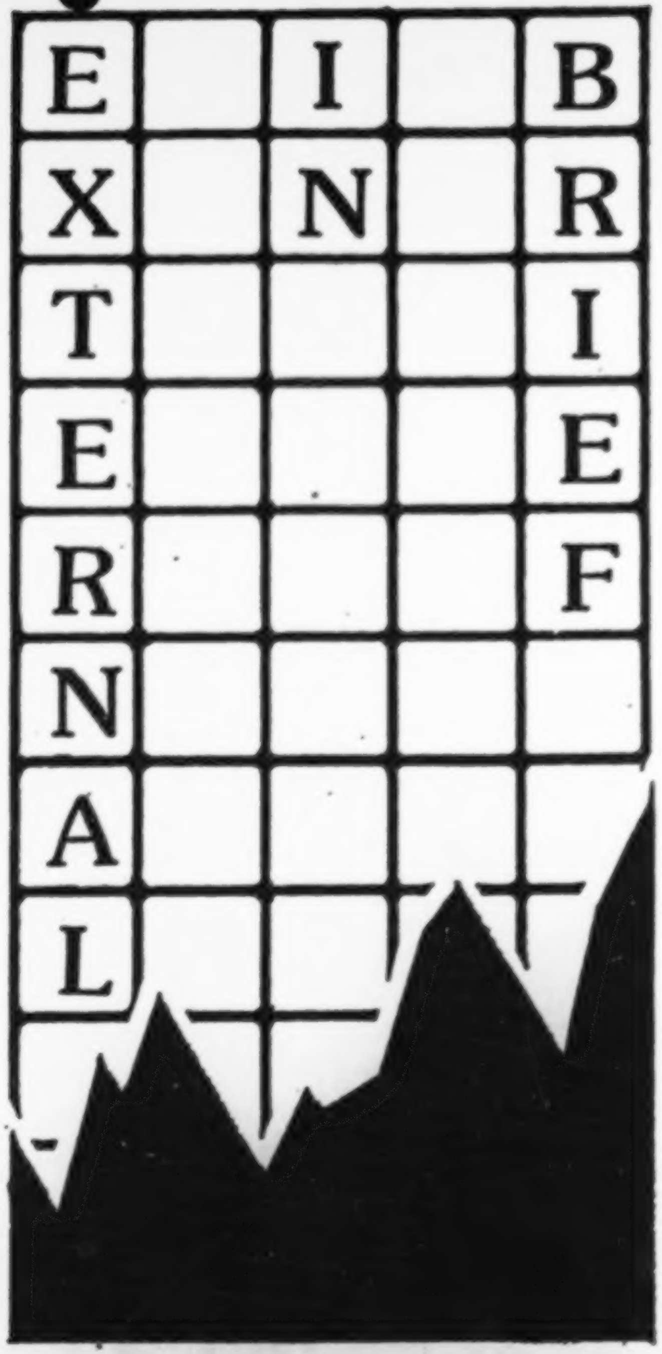
Introduction (cont.)

The first draft was reviewed, analyzed, and reacted to -- either in total or by environmental factor by 23 persons some of whom, but not all, served on the task group.

The second draft was prepared by the Office of Strategic Planning in concert with a consultant from Wayne County Intermediate School District by incorporating input from the first draft

The second draft will be reviewed by the executive staff members who constitute the strategic planning team. It will then be reworked into a final document to be used in the strategic planning process and for dissemination to other interested persons.

Special thanks are extended to the many persons who took part in preparing the external analysis. Comments, suggestions, and recommendations for improving the document are appreciated.



DETROIT PUBLIC SCHOOLS (DPS) STRATEGIC PLANNING
EXTERNAL ANALYSIS
--An Environmental Scan

Executive Summary

This external environmental scan has gathered information from the economic, social, political, technological and educational areas at the national, state and local levels that could impact DPS. These data were gathered from a variety of sources with the intent of including in this environmental scan the latest and most relevant information that is currently available. Data from the past five years, where available, were analyzed and interpreted in order to establish trends that were used to make predictions about the potential impact of these external environmental factors upon the DPS during the next five years.

From the data concerning the recent past and forecasts for the near future, a series of critical issues was developed that were considered to be key problems facing the DPS. Once these issues were developed from the environmental data, the implications of these issues were formulated.

This executive summary was prepared to focus attention upon the issues and implications, that for the most part, cut across all five areas included in this external environmental scan. Data that support these issues and implications are to be found in the document titled DETROIT PUBLIC SCHOOLS, STRATEGIC PLANNING RESOURCE DOCUMENT, EXTERNAL ANALYSIS.

Rev. 1/25/85

Critical Issues

ECONOMIC

- Growth in productivity at the national level will continue with lagging growth at the state (Michigan) and local (Detroit) levels.
- Increased foreign ownership of United States industry is expected to create even more intense competition for local firms.
- The economic growth of the sunbelt is expected to increase at the expense of older large cities, creating major regional differences.
- The proportion of federal funds for defense is expected to increase at the expense of social programs including education.
- Federal revenues for education will continue to drop creating major financial problems for school districts, like Detroit, that have been relying upon federal funds.
- The governmental share of the gross national product is expected to continue to decline.
- The decline in earnings among Detroit citizens as compared to those of adjacent areas creates further economic pressure upon DPS.
- The high unemployment rate, including structural and permanent unemployment, is expected to continue in areas of technological displacement such as the automobile industry.
- The restructuring, downsizing, and increased efficiency of northern manufacturing corporations will continue.
- The pressures of inflation are expected to continue.
- The competition for scarce and strategic resources will continue.
- Energy and utility costs and the development of alternative sources of energy are expected to continue to increase
- The tax rebellion is expected to limit revenues available at the national, state and local levels for governmental agencies including education.
- The high total tax load of Detroit residents is expected to make it more difficult for DPS to increase tax rates.
- A restructuring of the urban infrastructure (organization) is expected to occur in older large cities, such as Detroit
- Women and minorities are expected to constitute an increasing proportion of the labor force.
- The demand for alternative work schedules will accompany societal changes.
- The number of hours in an average work week will continue to decrease resulting in more hours of leisure time.

Critical Issues

SOCIAL

- The average life expectancy will continue to increase at a very rapid rate due to improvements in medicine, nutrition, and related factors.
- The "echo" of the baby boom is expected to increase school enrollment at the national level even though it is expected to continue to decline in areas such as Detroit.
- The migration of people from the north to southern growth cities is expected to continue.
- The number of students at the pre-kindergarten and kindergarten levels is expected to increase.
- The minority population will continue to increase in urban areas.
- The number of single parent homes is expected to increase.
- The divorce rate is expected to increase.
- The changes in life style associated with changes in value structures are expected to continue.
- Crime is expected to increase, especially in urban areas.
- The utilization of technology is expected to increase white collar crime.
- The mobility of the economically deprived is expected to be more curtailed.

POLITICAL

- The growth of special interest groups is expected to increase.
- The switch to an issues-oriented society is expected to reduce the influence of political parties and organized groups.
- Decentralization of state and national government is expected to increase.
- Environmental health and safety issues are expected to continue to increase.
- The deregulation of economic activities is expected to continue.
- The use of litigation to solve problems is expected to increase.
- Governmental spending for non-defense activities is expected to decrease.
- The aging of America is expected to cause reform in health and social security programs.
- The political force of senior citizens is expected to grow.
- Unions will continue to have problems of membership, leadership, and political clout.
- The demand for equality and political power for minorities will increase.

Rev. 1/25/85 E.A. 3

Critical Issues

SOCIAL

- The distrust of government is expected to continue to increase.
- The impact of morality and religion upon society, including education, is expected to increase.
- The retraining of unskilled workers is expected to increase.

Critical Issues

TECHNOLOGICAL

- The rapid growth in key technologies of telecommunications, microelectronics, robotics, biogenetics, and lasers is expected to have significant impact on all spheres of society, creating new social issues.
- The increased use of robotics in factories and automation in offices and schools is expected to increase the level of unemployment for non-skilled workers.
- The shift to a service and information society is expected to continue to increase the demand for technologically-skilled workers and the creation of new types of jobs demanding new skills.
- The impact of technology is expected to increase the need for retraining programs, adequate trainers and new funding sources.
- Corporations are expected to continue to recruit math, science and technically-skilled personnel from educational institutions.
- Educational institutions, especially universities, are expected to grow increasingly dependent on businesses for research and development funds and other monies.
- Financially burdened educational institutions will have difficulty in keeping abreast with state of the art technologies and the disposal of obsolete equipment due to the rapidness of technological change.

EDUCATIONAL

- The need to restructure education consistent with the demands of an evolving information society is expected to increase.
- The need for schools to prepare students at all ages for a labor force with the knowledge, skills and attitudes demanded by a rapidly changing, highly competitive, high tech/high touch society is expected to increase.
- Emphasis upon the teaching and learning of higher order thinking skills is expected to increase.
- Emphasis on the needs of gifted and talented students is expected to increase.
- The demand for adult education and retraining is expected to increase.
- The shortage of qualified mathematics, science and computer teachers is expected to increase.
- Student enrollment at the national level is expected to begin to increase during 1985-86.
- Elementary enrollments are expected to increase with a growing interest in kindergarten, pre-school and day care centers.
- Restructuring of vocational education and training is expected to occur to meet the needs of a rapidly changing society.

Implications

What actions should DPS consider in order to respond to the critical issues?

- Operate effectively in spite of high levels of unemployment that seriously impact school revenues and aggravate social problems in the community.

- Adjust the educational program as a result of changing federal priorities and declining federal revenues.

- Acquire state and federal funds in an issues-oriented political structure as well as a conventionally-oriented political party structure.

- Develop business ventures to acquire educational revenues.

- Maintain a safe and healthy environment for students and staff.

- Adjust the educational program to be compatible with the needs of children brought about by alternative work scheduled, particularly, involving children of working mothers and/or single parents.

- Develop a system of operation that is compatible with the decentralization of national and state governments.

- Meet the challenges associated with the restructuring of the infrastructure as the city of Detroit and the surrounding communities adjust to the future needs of society.

- Develop viable alternatives to minimize losses due to legal challenges brought against the district by those using litigation to solve problems and/or seek revenge.

- Increase collaborative efforts with the home, business and industry, colleges and universities and other agencies to assist in the education of students.

- Educate students of all ages coming from all segments of society, especially increasing percentages of blacks and hispanics, while the total number of students continues to decline.

- Attain and maintain a high level of literacy among the staff and students in a wide variety of scientific and technological areas as the future demands.

- Emphasize the teaching and learning of higher order thinking skills in all content areas and at all levels.

- Recruit and/or develop a competent staff to meet the demands of the changing society, especially teachers in the areas of mathematics, science and computers.

- Develop strategies for the retention of these staff.

- Address the needs of gifted and talented students.

- Meet the educational and retraining needs of adults as career changes occur.

Rev. 1/25/85

E.A. 6

Implications

- Upgrade the use of technology in order to provide more timely management information and effective decision making.
- Restructure DPS consistent with the demands of the society that it serves now and in the future.
- Plan comprehensively when utilizing new technologies that account for hardware procurement, adequate funding, hidden costs of training, curriculum development, software and the disposition/utilization of hardware once it becomes obsolete.

E.A.7

ECONOMIC

--SUMMARY

--EDUCATIONAL IMPLICATIONS

--CHARTS AND GRAPHS

Economic

- -Climate (conditions, opportunities, issues)
- -Employment projections
- -Funding sources/level of support
- -Industrial projections
- -Inflation
- -Alternative funding for schools

ENVIRONMENTAL SCANNING: **ECONOMIC**

THE NATIONAL PERSPECTIVE

New projections developed by the Bureau of Labor Statistics (BLS) picture a $2 trillion economy in 1995. Such an economy would employ 125 to 130 million workers, involve a recovery in the sale of cars, and a boom in household appliances and entail over $100 billion in expenditures for improved medical services because of the increase in the number of people over age 65.

Foreign trade accounts for a very small portion of the Gross National Product (GNP) because imports and exports largely cancel each other out. The five largest export industries in 1995, according to the projections, will be computers, food and feed grain, airplanes, electronic components, and motor vehicles. The fastest growing are phone and telegraph apparatus, communications, floor covering, furniture and fixtures.

Government expenditures will grow slowly and the government's share of the GNP will decline. State and local expenditures will show little growth as a result of the completion of the highway construction program, the slowdown in federal grants outside of health, slower growth in school age population, and diminished citizenship expectations from government. Federal expenditures are projected to rise about 1 percent a year, well below the GNP's 3 percent annual increase; defense will account for most of the purchases.[1]

°*The Labor Force Will Change*[3]

The number of young workers will actually decline in the coming years. This represents a major change in trends from the 1960's and 1970's when this group grew faster than any other in the labor force. There will be a rise in participation among women age 20 to 44. Young, new workers will have a smaller share of the labor force and the average age will increase. Blacks and other minorities are expected to increase their share of the labor force.

°*The nature of work in our society has changed*[3]

More than half of the workforce of the United States in 1950 was employed in blue collar industrial jobs; whereas, today, roughly one in ten of the workforce is involved in similar jobs. In contrast, in 1950, about one in four of the workforce was employed in jobs involved in the processing and handling of information; however, today more than six out of ten are so employed. This dramatic change from an industrialized to an information society has occurred during the past 30 years; whereas, it took about a century for the United States to change from an agricultural to an industrialized society.

The impact upon employment has varied considerably, ranging from high levels of employment in some areas and high levels of unemployment in others. (See Table E-1, page 11, occupations having the largest job growth and the highest projected growth rates.)

°*The method of improving productivity has changed* [4]

Improvement in productivity up to about 1970 brought about the replacement of manpower with machinery. Today the improvements are associated with applications of high technology and the results are often devastating to various segments of society where high tech industries are replacing the heavy "smoke stack" industries, primarily located in the northern states. Unemployment is rampant in these areas.

°*The national economy is moving to a global economy* [5]

The United States is no longer an island unto itself. We have become a part of the global economy which enables us to participate in world trade and enjoy, or suffer, the consequences. The competition of a global economy has created serious problems for segments of our economy, especially the heavy industries, such as steel and automotive. Since the wage scales of many foreign nations are often well below the U.S. rates, the unemployment problem is accentuated.

°*U.S. productivity has declined* [6]

With the advent of foreign competition, high levels of unemployment and a host of similar factors, the rate of growth in productivity of the U.S. is declining even though we are still the most productive nation on earth. This decline has had a downward spiraling effect upon many segments of the economy especially in the heavy industrialized areas of the north.

THE MICHIGAN PERSPECTIVE

Michigan's economy finally began its long delayed turnaround in FY1983. Following 45 consecutive months of double-digit unemployment, the state's economy touched bottom in the second quarter of FY 1983 and has since moved on to a more positive recovery track. The unemployment rate peaked at 17.2 percent in December, 1982, and stood at 11.9 percent in December of 1983. Motor vehicle production was more than 50 percent higher in the fourth quarter of FY1983 than in the second quarter. As a result, employment conditions have generally improved. Although the 1985 outlook represents improvement over the depressed conditions of FY1983, the state's economy will still be operating at well below pre-recession levels. The unemployment rate will still average in double-digits. Employment will be approximately 45,000 less than in 1979 and motor vehicle output will be well below its nearly 13 million unit production peak.7

°*The economic climate in Michigan is considered to be poor*

The economy of Michigan is impacted heavily by the economic climate of the motor vehicle industry with some 30 percent of the state's industries directly related to the motor vehicle and the cyclical nature of the anti-business climate. Tax abatement techniques were thought to be financial incentives to get business to upgrade facilities and to build new plants. There is considerable doubt as to whether these incentives are having the desired impact.

Because revenues at the state and local level are affected considerably by business activity, the future level of business activity in Michigan will no doubt have important financial implications for the DPS.

THE DETROIT PERSPECTIVE

Economically, Detroit relates primarily to the Tri-County area of Wayne, Oakland, and Macomb counties. Officially, however, it is a part of a Standard Metropolitan Statistical Area (SMSA) that includes the Tri-County area, plus Livingston, Lapeer, and St. Clair counties. For planning purposes (most notable for transportation planning), the City is a part of the Southeast Michigan Council of Governments (SEMCOG) region which consists of the previously mentioned counties excluding Lapeer but including Washtenaw and Monroe Counties.

Despite 1981's encouraging recovery signals, the metropolitan Detroit economy was unable to buck the tide of the national recession in 1982. Consequently, most 1982 comparisons with 1981 are unfavorable. Output declined 5 percent, total non-military fell 7.5 percent and the average unemployment rate rose to approximately 15.5 percent from 12.8 percent in 1981. (See Table E-2, page 12, Civilian Labor Force by Age, Sex, Race.) Mid-year 1982 comparisons for personal income in the state of Michigan showed gains of only 3.4%, which after inflation adjustment and taxes, represented a decline in real buying power. The volume of housing permits issued during 1982 fell to a record low, although there were signs of upward momentum during the second half of the year.

Fortunately, Detroit's growth prospects for 1983 have improved for the following reasons: consumer prices (Detroit CPI) rose approximately 4 percent in 1982 versus 9.3 percent in 1981, allowing for stabilized purchasing power and improved confidence. The same pattern applied to the movement of key interest rates: prime rate fell to an average of 14.8 percent compared with 18.9 percent in 1981, and mortgage rates dropped from the 16-18 percent range at the beginning of the year to the 13-15 range at the year-end 1982.[8]

Employment

Growth in the non-manufacturing sector is expected to be steady, but at a slower pace than in durable goods. Between fiscal years 1983 and 1985 jobs in the service-producing sector are anticipated to climb by 66,600 or 7.4 percent. Most of the growth should occur in construction, wholesale/retail trade and services. Jobs in the public sector are expected to expand by only 5,500 or 2.4 percent.

One major uncertainty is the reaction of financial markets to the large government borrowing needs, interest rates could again sharply increase and derail the recovery. The consensus is that this will not occur during FY1984, although there may be some slowing in the economy if monetary policy is tightened.[9]

The Detroit Area Business Index

David L. Littman, Vice President and Senior Economist of Manufacturers National Bank, anticipates the following outlook for local business activity: (1) 1984 will show an increase of 16 percent from 1983 levels; (2) 1985 will show a decline of 2 percent; (3) 1986, a gain of 5 percent; (4) 1987, a decline of 5 percent; and (5) 1988, a decline of 8 percent. The reason for 1984's strong performance is the terrific monetary and fiscal stimulation of 1983, coupled with very low inflation rates. Performance for 1985 is likely to be slowed by tax increases and an upward movement in inflation. Performance for 1986 is likely to be upon the basis of fiscal and monetary stimulation and 1987-88 are likely to show declines due to the more familiar stagflation scenario. (See the Historical Annotation of Detroit Area Business Activity, Figure E-3, page 13.)

THE DETROIT PERSPECTIVE (cont.)

Major Projects and Developments

A number of major developments are in various stages of completion in the City. Most of these projects represent joint efforts between the public and private sector of the economy. These projects include: 1. Central Industrial Park, 2. Trolley Plaza Project, 3. New Center Area Neighborhood Revitalization, 4. New Center One Project, 5. Millender Center, 6. Stroh's River-place, 7. Crossroads Development Project, 8. Madison Center Project, 9. Trapper's Alley Rehabilitation Project, 10. Downtown People Mover.

Tax Load in Detroit

Detroit households earning $50,000 in 1982 paid $15,650 or 31.3 percent of income in taxes. Among the 51 cities surveyed, the tax bill was higher at that income level only in New York City, at 31.46 percent of income. The figure nationally was 28.46 percent. The general public feels "pressed on every hand." The more people who move out of Detroit, the more businesses that move, the higher taxes have to be on the remaining residents. In 1982, the last year for which figures are available, the typical Detroit family of four earning $25,000 a year paid 26.17 percent of its income or $6,542.50 in taxes. Nationwide, the average was 22 percent.[10]

Detroit voters, in the past, have been very supportive in recent elections, approving millage increased proposals in 1977 and 1980; millage renewal proposals in 1977, 1978, 1981, and 1984; and a $40 million capital improvement bonding proposal in 1981.

Industrial Areas

Obviously, Detroit's traditional industries will not grow in the future as they have in the past. Provisions for traditional heavy manufacture should continue to be made, but due note should be taken that 80% or more of new jobs, nationwide, are created by small companies, often those based on new technology. In a citywide interviewing of 1,821 industrial companies, Detroit's Planning Department found that nearly 45% of them had fewer than ten employees and over 80% had fewer than 100. We are entering an era when the lifespan of companies may be shorter, because of rapid technological change. Every effort should be made to attract new business to the area, but as much encouragement as possible should also be given to continual incubation of new companies out of resources already in the Detroit area. (See Automobile Industrial Facilities in Detroit, Figure E-7, page 17.)

ENVIRONMENTAL SCANNING: ECONOMIC

ISSUES

1. Federal funds for education are being reduced.

   The state of Michigan and the DPS have been the recipients of relatively large amounts of money. These funds are being reduced because of change in federal priority.

COMMENTS/OBSERVATIONS

In addition to declining overall support for K-12 education, the current administration is providing funds to the less needy school districts at the expense of the districts (mostly in large urban areas) having a greater percentage of students from low income families. Consequently, losses to DPS under B and C are greater than the average loss throughout the United States.

POSSIBLE EDUCATIONAL IMPLICATIONS AND/OR RECOMMENDATIONS

The DPS have and probably will continue to experience a reduction in federal aid to education. Some programs funded federally will have to be eliminated or alternate funding located. Appropriate political action is one of the alternatives to try to change current and future federal educational policies.

FEDERAL FUNDING PROVIDED TO DPS FOR MAJOR CATEGORICAL PROGRAMS
(Millions of Dollars)

	1987-88			1989-90		
	A	B	C	A	B	C
Chapter I/Title I	48.0	38.0	32.0	57.0	38.0	25.0
Article 3*	10.5	10.5	10.5	10.5	10.5	10.5
Bilingual	1.5	1.0	0.8	1.8	1.0	0.6
CETA/JTPA	4.0	2.4	2.4	5.0	2.4	2.4
Special Education	3.5	3.3	3.3	4.0	3.3	3.3
Chapter 2	6.0	3.4	3.0	10.0	3.4	2.0
Total All Programs	95.0	75.0	65.0	110.0	75.0	50.0

*State Funded

A Mondale and Democratic Congress
B Reagan and Split Congress
C Reagan and Republican Congress

A Upward trend will resume. A dramatic impact (+) will be felt in large urban school districts.

B Federal role in education will take the form of general aid. School systems in large urban areas will suffer huge losses in "real" dollars.

C Federal role in education in large urban areas will become almost negligible

ISSUES	POSSIBLE EDCUATIONAL IMPLICATIONS AND/OR RECOMMENDATIONS
2. State funds for education have been reduced, and may continue to be reduced. Following a number of court cases, the State enacted a method of funding to compensate for the differences in wealth behind each student in the different school districts. Lack of state funds have prevented the State from adequately funding the act. Detroit being a major recipient of state funds, has had the greatest losses as a result of the State's action.	DPS have been forced to operate with reduced state funds which impacts all of its activities. The continued lack of funds at the state level will continue to affect DPS resources. Either DPS will have to expand its revenue base, cut programs and services, or find other methods of operations. The DPS must continue to look at new sources of income by: 1. developing services/products for other sources of revenues a. printing and duplicating business b. computer software c. testing materials d. instructional materials e. food services 2. extend services that would involve new clients
3. Unemployment is a major problem in Michigan and Detroit. The downward trend in heavy industry throughout the state and especially in Detroit as a result of numerous factors e.g. the current recession, foreign competition, restructuring of industry, etc. has created massive unemployment and the trend is for more unemployment unless new industries can be found.	Unemployment is reducing the funds available to the DPS by a reduction in community resources, taxes, wages, etc. Furthermore, the DPS will have the opportunity to compete in training many of these unemployed adults which may require restructuring of the educational program.

ISSUES

3. Unemployment is a major problem in Michigan and Detroit. (cont.)

POSSIBLE EDUCATIONAL IMPLICATIONS AND/OR RECOMMENDATIONS

As shown in the following schedule, unemployment in the City and in the Detroit SMSA has been substantially higher than in the U.S. as a whole.

CIVILIAN UNEMPLOYMENT RATES (1971-1984)

		City of Detroit	Detroit SMSA	U. S.
* May,	1984	14.0%	10.8%	7.5%
	1983	18.7%	14.6%	9.6%
	1982	18.7%	15.9%	9.7%
	1981	15.7%	12.9%	7.6%
	1980	16.6%	13.1%	7.1%
	1979	10.3%	7.8%	5.8%
	1978	8.3%	6.6%	6.0%
	1977	9.9%	7.9%	7.0%
	1976	11.1%	8.9%	7.7%
	1975	14.5%	11.7%	8.5%
	1974	8.5%	6.8%	5.6%
	1973	6.9%	5.4%	4.9%
	1972	8.6%	6.9%	5.6%
	1971	9.4%	7.5%	5.9%

ISSUES

4. The graduates of the DPS, youth and adults, must have knowledge, skills, and attitudes needed for this high tech world.

Technology is expected to have a significant impact on many occupations, however, slowing the growth of some and stimulating the growth of others. For example, the increased use of word processing equipment will slow the growth rate of typists, and the introduction of robots will affect the employment of welders, production painters, and materials occupations. But expansion of high technology industries will spur the growth of scientists, engineers, technicians, and computer specialists. (See Figure E-5-6, pages 15-16.)

POSSIBLE EDUCATIONAL IMPLICATIONS AND/OR RECOMMENDATIONS

We must know the skills required for these new jobs, program our students in classes accordingly, and provide on-the-job training and emotional support.

The following 20 occupations have the highest projected growth rates:

- Computer service technician
- Legal assistant
- Computer systems analyst
- Computer programmer
- Computer operator
- Office machine repairer
- Physical therapy assistant
- Electrical engineer
- Civil engineering technician
- Peripheral EDP equipment operator
- Medical insurance clerk
- Electrical and electronics technician
- Occupational therapist
- Surveyor helper
- Banking and insurance credit clerk
- Physical therapist
- Employment interviewer
- Mechanical engineer
- Mechanical engineering technician
- Plastics compression and injection mold machine operator

Just 40 occupations will account for about half of all new jobs between now and 1995, according to the projections. Leading the list are building custodian, cashier, secretary, general office clerk, and sales clerk. For the first time in many years, kindergarten and elementary school teacher appears among the occupations accounting for the most growth. The increase in the school-age population will require half a million additional teachers by 1995.

Source:
Bureau of Labor Statistics

TABLE E-1

TWENTY OCCUPATIONS

Largest Job Growth/Highest Projected Growth Rates

Note: Includes only detailed occupations with 1982 employment of 25,000 or more. Data for 1995 are based on moderate-trend projections.

Twenty Occupations with Largest Job Growth, United States, 1982-95

Occupation	Change in total employment (in thousands)	Percent change
Building custodians	779	27.5
Cashiers	744	47.4
Secretaries	719	29.5
General clerks, office	696	29.6
Salesclerks	685	23.5
Nurses, registered	642	48.9
Waiters and waitresses	562	33.8
Teachers, kindergarten & elementary	511	37.4
Nursing aides and orderlies	423	34.8
Sales representatives, technical	386	29.3
Accountants and auditors	344	40.2
Automotive mechanics	324	38.3
Supervisors of blue-collar workers	319	26.6
Kitchen helpers	305	35.9
Guards and doorkeepers	300	47.3
Food preparation and service workers, fast food restaurants	297	36.7
Managers, store	292	30.1
Carpenters	247	28.6
Electrical and electronic technicians	222	60.7

Twenty Fastest Growing Occupations, United States, 1982-95

Occupation	Percent growth in employment
Computer service technicians	96.8
Legal assistants	94.3
Computer systems analysis	85.3
Computer programmers	76.9
Computer operators	75.8
Office machine repairers	71.7
Physical therapy assistants	67.8
Electrical engineers	65.3
Civil engineering technicians	63.9
Peripheral EDP equipment operators	63.5
Insurance clerks, medical	62.2
Electrical and electronic technicians	60.7
Occupational therapists	59.8
Surveyor helpers	58.6
Credit clerks, banking and insurance	54.1
Physical therapists	53.6
Employment interviewers	52.5
Mechanical engineers	52.1
Mechanical engineering technicians	51.6
Compression and injection mold machine operators, plastics	50.3

TABLE E-2

CIVILIAN LABOR FORCE BY AGE, SEX AND RACE
FISCAL YEAR 1985

DETROIT CITY
SERVICE DELIVERY AREA

	Civilian Labor Force	Total Employment	Unemployment	
			Number	Rate
AREA TOTAL	478150	414556	63594	13.3
16 - 19	36379	27537	8842	24.3
20 - 21	25050	19351	5699	22.8
22 - 54	350459	304577	45882	13.1
55 - 64	56281	53806	2475	4.4
65 +	9981	9285	696	7.0
MALE	253418	218536	34882	13.8
FEMALE	224732	196020	28712	12.8
WHITE	164510	151178	13332	8.1 *
NONWHITE	313640	263378	50262	16.0 *

Source: Michigan Employment Security Commission, Bureau of Research and Statistics

"Race is still the key factor in the allocation of jobs." In seven (7) years 1970 to 1980, unemployment rates for black males were doubled those of white males. Unemployment rates for black women were doubled those of white women in six (6) of those years.

FIGURE E-3

HISTORICAL ANNOTATION OF DETROIT AREA BUSINESS ACTIVITY

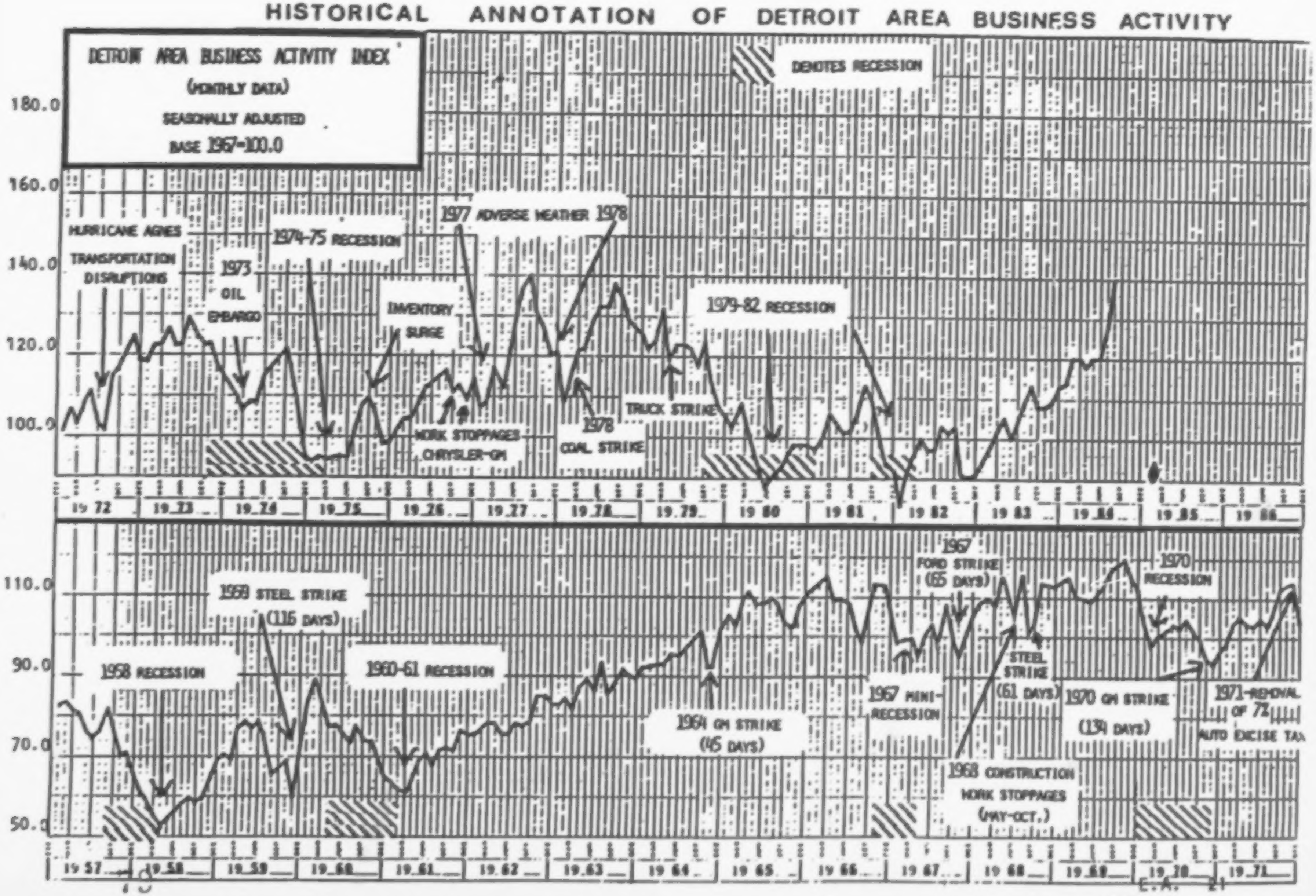


FIGURE E-4

DPS
TOTAL GENERAL FUND REVENUES BY SOURCE

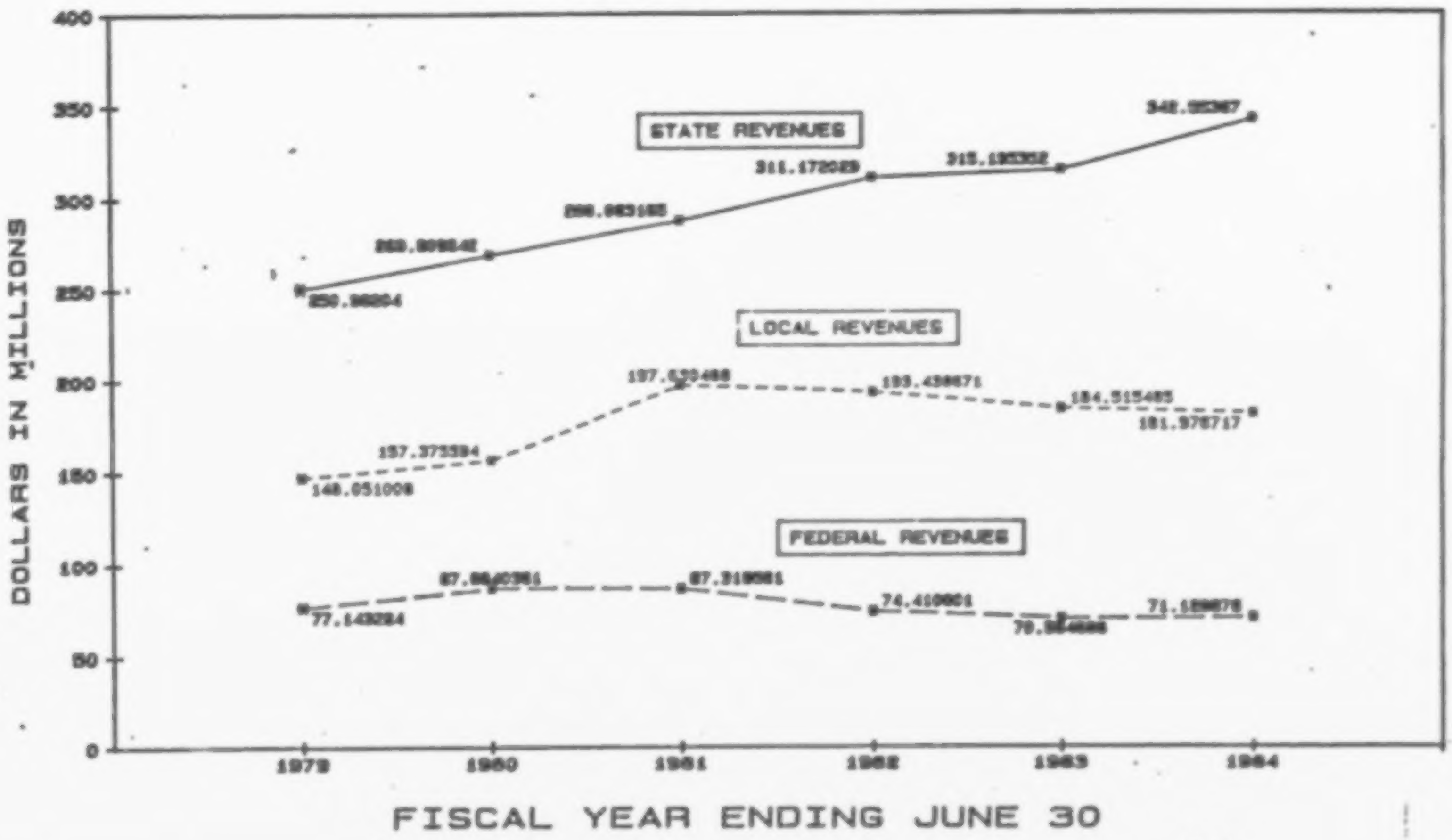
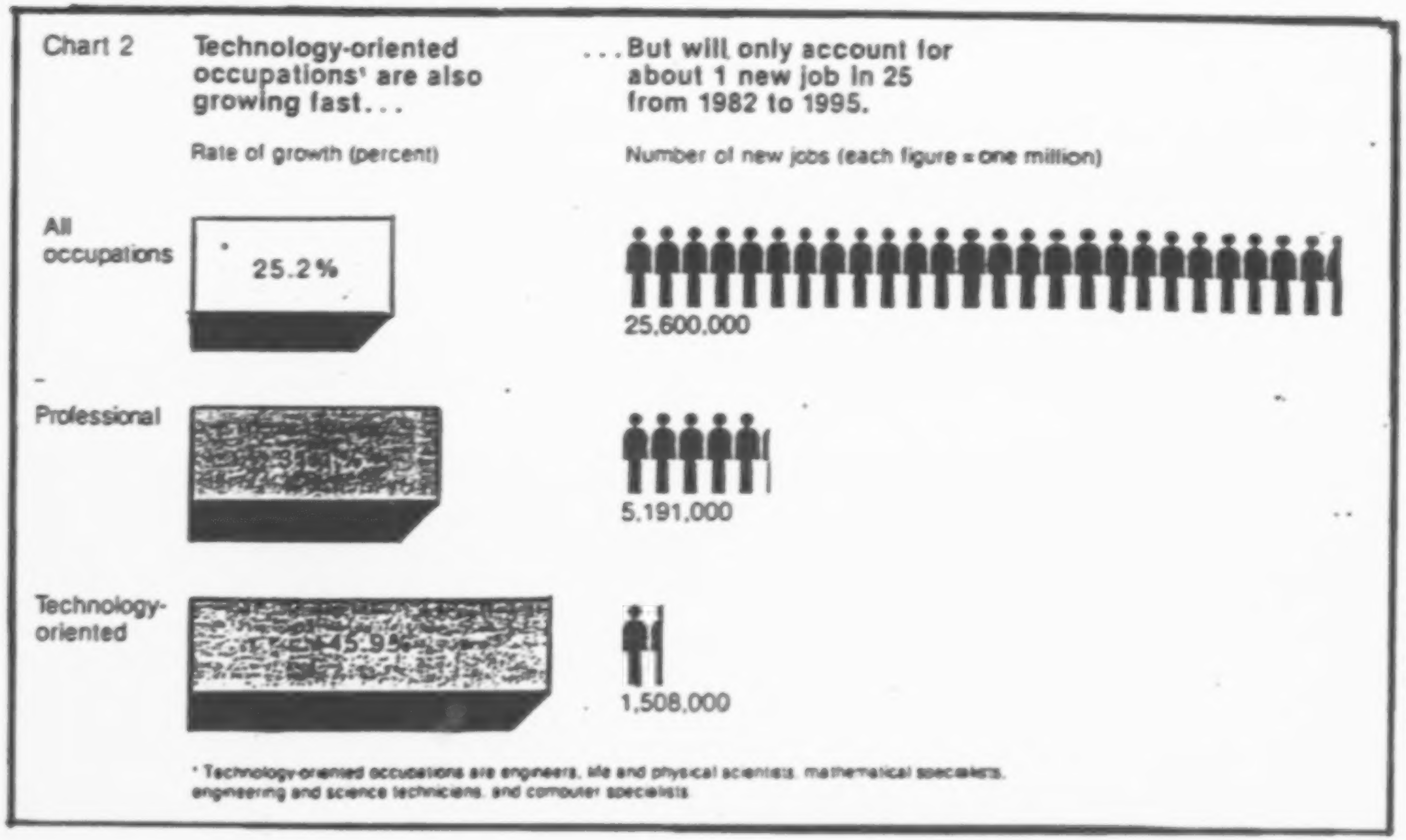


FIGURE E-5

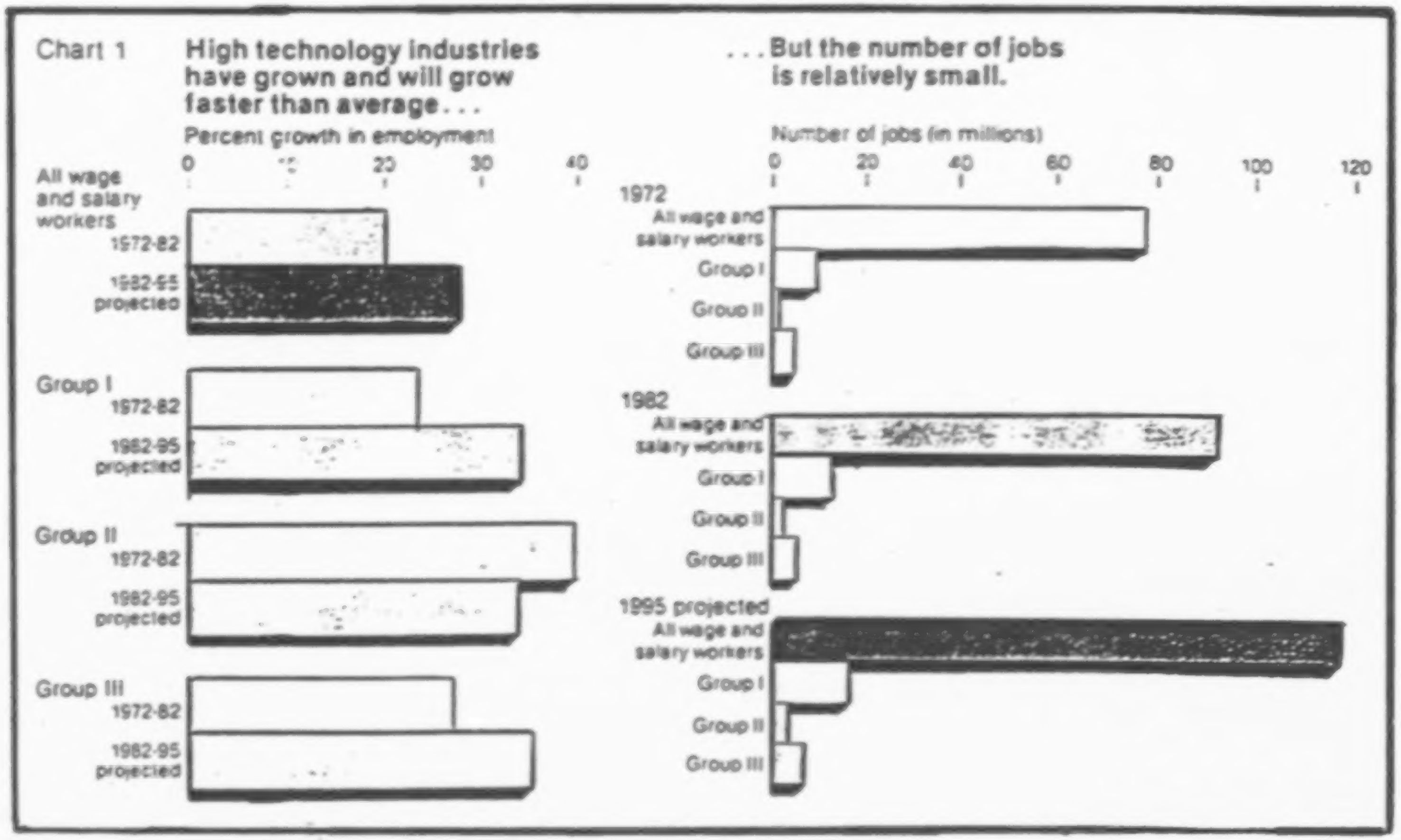
HIGH TECHNOLOGY INDUSTRIES/OCCUPATIONS



¹ Technology-oriented occupations are engineers, life and physical scientists, mathematical specialists, engineering and science technicians, and computer specialists.

Occupational Outlook Quarterly/Spring 1984

FIGURE E-6
HIGH TECHNOLOGY INDUSTRIES/OCCUPATIONS



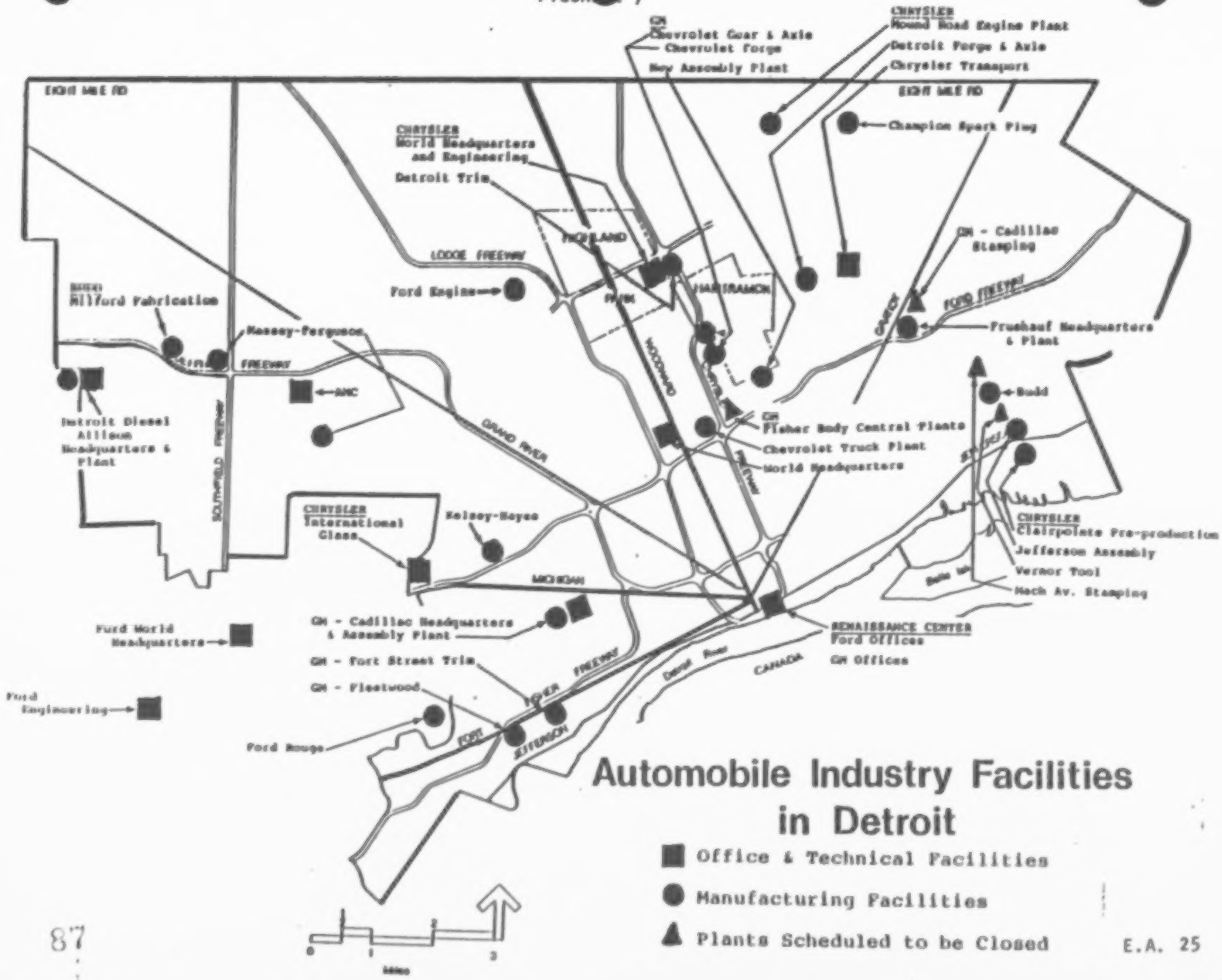
Occupational Outlook Quarterly/Spring 1984

*Group I--High tech industries were determined on the basis of their work force. Manufacturing industries in the scientific technical field make up this group, along with mining construction, transportation, public utilities, trade and services. A total of 48 industries met this standard.

**Group II--Industries had to have a ratio of research and development expenditures to net sales that was a least twice the average for all industries. Six (6) industries met the criteria.

***Group III--Inclusion was based on the nature of the labor force and on research and development expenditures. Manufacturing industries were included if the proportion of scientific and technical workers in the industry was at least equal to the average for all manufacturing industries and ratio of research expenditures to sales was at least close to the average for all industries.

FIGUR -7


GM
Chevrolet Gear & Axle
Chevrolet Forge
New Assembly Plant
CHRYSLER
Mound Road Engine Plant
Detroit Forge & Axle
Chrysler Transport
EIGHT MILE RD
EIGHT MILE RD
Champion Spark Plug
CHRYSLER
World Headquarters and Engineering
Detroit Trim
HIGHLAND
PARK
HAMTRAMCK
LODGE FREEWAY
GM - Cadillac Stamping
FORD FREEWAY
GRATIOT
Ford Engine
Fruehauf Headquarters & Plant
BUDD
Milford Fabrication
Massey-Ferguson
FREEWAY
AMC
WOODWARD
Budd
Detroit Diesel Allison Headquarters & Plant
SOUTHFIELD FREEWAY
GRAND RIVER
GM
Fisher Body Central Plants
Chevrolet Truck Plant
World Headquarters
CHRYSLER
International Class
Kelsey-Hayes
MICHIGAN
CHRYSLER
Clairpointe Pre-production
Jefferson Assembly
Vernor Tool
Mack Av. Stamping
Belle Isle
Ford World Headquarters
GM - Cadillac Headquarters & Assembly Plant
RENAISSANCE CENTER
Ford Offices
GM Offices
GM - Fort Street Trim
GM - Fleetwood
FISHER FREEWAY
Detroit River
CANADA
Ford Engineering
Ford Rouge
FORT
JEFFERSON
0
1
2
3
Miles

Automobile Industry Facilities in Detroit

■ Office & Technical Facilities

● Manufacturing Facilities

▲ Plants Scheduled to be Closed

E.A. 25

PREPARED BY: CITY OF DETROIT · PLANNING DEPARTMENT

ENVIRONMENTAL SCANNING: ECONOMIC FOOTNOTES

[1] Occupational Outlook Quarterly, U.S. Department of Labor, Bureau of Labor Statistics, The Economy in 1995, Spring 1984, pp. 27-29.

[2] Framing a Future for Kansas Education, Shirley McCune, February, 1984, p.1.

[3] Ibid., p. 1.

[4] Ibid., p. 1.

[5] Ibid., p. 1.

[6] Ibid., p. 1.

[7] Annual Planning Information Reports, Labor Market Developments, State of Michigan, FY 1985, p. 25.

[8] Manufacturers National Bank Annual Report, David L. Littman, Vice President and Senior Economists, 1984, p. 18.

[9] Annual Planning Information Reports, Labor Market Developments, City of Detroit, 1985, p. 27.

[10] Study of National Cities,Tax Load in Detroit Tops in U.S., Detroit Free Press, Wednesday, August 29, 1984.

[11] Planning for Tomorrow's Schools, American Association of School Administrators (AASA), Critical Issues Report, 1984, p. 41.

SOCIAL

--SUMMARY

--EDUCATIONAL IMPLICATIONS

--CHARTS AND GRAPHS

Social

- -Demographic characteristics (age/sex of population, racial and ethnic groups, changes, shifts)
- -Family patterns (values, life styles)
- -Community characteristics and involvement

ENVIRONMENTAL SCANNING: **SOCIAL**

THE NATIONAL PERSPECTIVE

The changing demographic patterns in the United States are having profound effect upon all educational institutions.

Future Educational Trends/Projections

- *An end to the decline in the elementary school population* in 1982-83 and the beginning of a steady rise in the number of elementary students through the rest of the decade. Demographer Harriet Fishlow forecast "there will very likely be as many children in elementary school in 1995 as there were in the peak year of 1970, before the current decline."[1]

- *A steady drop throughout the decade in the number of high school students.* The forecasts call for a precipitous drop in high school students of nearly 25 percent between the peaks of the late 1970's and 1990. But after 1990, high school enrollment will begin rising again.[2]

- *A shortage of teachers,* first in areas such as math, science, and bilingual education, and spreading to most other subject areas. Elementary teachers will shortly be in great demand. College students of the 1970's heard well the forecasts of the demographers and school planners about teacher surpluses and falling enrollment, and they avoided education. Between 1969 and 1975, for example, the percentage of college freshmen planning to go into careers in elementary or secondary education dropped from 22 percent to 6 percent. That sharp drop-off is now being translated into a teacher shortage in some areas, which will grow worse as enrollments head upward.[3]

- *A minority school population that in many areas will become the majority.* During the 1970's the black population in the United States grew more than twice as fast as the white population. And the number of Hispanic Americans is increasing even faster. By 1990, Hispanics are projected to be the largest minority group.[4]

- *A burgeoning number of single parent homes.* Between 1970 and 1981, the number of children living with only one parent doubled -- to about one in five, the Census Bureau reported. A majority of black children -- 51 percent -- are in single parent homes. The rate of family breakups will most likely slow, but few experts are predicting a turnaround. Because of divorce and remarriage, some experts say one-half of all children will spend at least part of their childhoods with only one parent. The number of out-of-wedlock births more than tripled between 1950 and 1980.[5]

THE NATIONAL PERSPECTIVE (cont.)

•*Continuing sharp growth in the number of working mothers during the 1980's.* Between 1970 and 1980, the percentage of children under age 6 with working mothers jumped from 29 percent to 43 percent. Of children under 18, approximately 53 percent in 1980 had a working mother, up from 39 percent in 1970. Because of generally tight budgets, most school systems have not been able to, or chose not to enter the day care market. Nor could they offer more after-school programs. But a demand for such services remains one that should grow in the years ahead.[6]

Continuous Shift of American Population

Migration of the U.S. population continues. Retirees continue to look to the sunbelt; entrepreneurs look for living ambiance. Due to low birth rates for the existing population, immigration accounted for one-fourth of all population increase in recent years. If currant fertility levels were to remain constant, 40 percent of the 2080 population will be post-1980 immigrants or their descendants. Figure S-1, page 33, provides us with information on migration patterns from 1970 to 1980. These figures indicate that the most rapid percentage population growth occurred in the intra-mountain region. We can expect strong relative growth in this area for the remainder of the decade.

Age of Population

The median age of the United States is increasing having reached 30 and will continue for some time because of current conditions that are conducive to longevity.[7] Along with the aging population, we are experiencing an increase in the very young often called the bubble of the baby boom.

Table S-2, page 34, shows an example of an impact network for the aging society. There are both positive and negative implications for public education. On the one hand, the demands of parents of the relatively fewer children who are in school seem likely to increase while the vast majority of adults either do not have children or are no longer parents of a school-age child. A recent edition of the American Journal of College Health estimates that the majority of adults -- as many as 64 percent -- do not have children of school age (Nadelson, 1983). Major impacts of the aging society will be relative declining salaries of school teachers, particularly starting salaries. The effect of most of the feedback loops is to aggravate the problems focused around decreased support. However, there are some positive factors resulting from an aging society. For example, schools may receive increased[8] volunteer support in the classroom in the form of teacher aides or teachers of specialized subjects.

Quality of Life

The life expectancy of Blacks in Michigan is shorter than Whites; unemployment is higher, salaries are lower, and homicide is the leading cause of death among young Blacks.[9]

°**EARNINGS (1980)**: The median for White families in 1980 was $24,167. Here is a list of the top and bottom of the earnings scale, and the percentage of families from each group in the category:

Under $10,000

☒ Black families: 34.6%
☐ White families: 13.9%

Over $25,000 or more

☒ Black families: 28.6%
☐ White families: 47.7%

°**WELFARE**: In 1980, 26.9% of Black households in Michigan received public assistance, compared with 6.8% of White households.

°**SCHOOLING (1980)**: In Michigan, 31.1% of non-whites had completed high school, compared with 39.2% Whites; 7.6% of non-whites had completed four or more years of college, compared with 14.9% of Whites.

°**FAMILIES (1980)**: 40.8% of Black families and 11.1% of White families are headed by females with no husband present; 53.4% of Black families and 86% of White families included married couples.

Life and Death

°**LIFE EXPECTANCY**: Non-white males born in 1980 had a life expectancy of 65.3 years; for White males born that year it was 70.9. Non-white girls born in 1980 had a life expectancy of 73.3 years; for White girls born that year it was 77.5.

°**INFANT MORTALITY**: In 1981, 25.6 Black infants died for every 1,000 live births. For Whites, it was 10.9 deaths for every 1,000 live births.

°**CAUSES OF DEATH:** Homicide was the leading cause of death for all categories of minorities aged 15-34. Accidents were the leading cause for all White categories in the same age group. Here is a breakdown by age and gender of the three leading causes of death:

- ☒ Non-white men, 15-24: Homicide, accidents, suicide.
- ☐ White men, 15-24: Accidents, suicide, homicide.
- ☒ Non-white men, 25-34: Accidents, suicide, cancer.
- ☐ White men, 25-34: Accidents, suicide, cancer.
- ☐ Non-white women, 15-24: Homicide, accidents, heart disease.
- ☐ White women, 15-24: Accidents, cancer, suicide.
- ☒ Non-white women, 25-34: Homicide, cancer, accidents.
- ☐ White women, 25-34: Accidents, cancer, suicide.

Crime

Here is a list of major crimes and the racial breakdown of people arrested for them:

CRIME	% WHITE	% BLACK
Murder	22.3	76.3
Rape	36.6	61.8
Robbery	21.8	77.0
Agg'd assault	47.1	47.9
Prop. crimes	58.3	39.8

Source: "The State of Black Michigan: 1984"

THE DETROIT PERSPECTIVE

The difficult struggle to arrive at a productive man/womanhood in urban Detroit is more difficult than ever before. There must be a fresh new zeal, commitment and love beyond circumstances in order to help today's young people. Essential leadership, concerned parents, an efficacious educational system, positive guidance and supervision, is so greatly needed on behalf of our students.

Population Statistics

Although the Detroit area remains the fifth largest metropolitan area in the country, the city of Detroit dropped in its ranking; it is now the sixth largest city. This ranking should hold for Detroit and the metropolitan area through 1995.

The city of Detroit has been losing population since 1950, and its population loss is projected to continue until around 1990. The city's population decreased by 310,724 persons or 20.5% from 1,514,063 persons in 1970 to 1,203,339 persons (34% whites, 63% blacks, 2% hispanics and 1% others) in 1980. (See Table S-3, page 35, and Figure S-4, page 36.) Both in numbers and percentage, the decline in the 70's was about twice that of the 50's and 60's for the city of Detroit. Because of these losses in residents, the city of Detroit now includes just over 50% of Wayne County's population compared to 62.6% in 1960, 29.8% of the Detroit area's population compared to 44.4% in 1960 and 36.0% in 1970. The city of Detroit now has 13.0% of the population in the state of Michigan, compared to 21.4% in 1960 and 17.0% in 1970. These population shifts will translate into a diminishing political influence for the city of Detroit.[10]

NORTHEAST SECTOR OF DETROIT

The Northeast sector consists generally of the area east of Conner and north of McNichols. This area which consisted of several villages which a total population of 30,000 in 1920 had grown to almost 300,000 by 1950 with a total of 82,843 dwellings. Since that time there has been a growth of approximately 12 percent principally by infilling of vacant lots and along former commerical frontage.

There has been an increase of four percent in the number of occupied dwelling units from 84,743 to 88,256. The vacancy rate is below five percent.

The chief reason for a decline in overall population over the past three decades has been a rather sharp decline in the average family size from 3.45 to 2.75. Since this decrease, however, is not the result of a change in housing supply such as an increase in apartment structures, it must be attributed largely to aging and departure of children from the homes. It may be anticipated that movement of young families with small children into relatively good sized houses will sustain the present population total, and increase the child population.11

NORTHWEST SECTOR OF DETROIT

The only sector of the city which has continued to grow over the past three decades has been that sector of Northwest Detroit which lies generally west of Livernois. In 1920 this area had consisted only of villages like Redford and Strathmoor with a total population of 10,000. Since 1950 this sector has experienced:

An increase in dwelling units of 30 percent from 114,786 to 150,019

An increase in families of 22.5 percent from 116,086 to 143,178

An increase in total population of 6.8 percent from 386,326 to 423,207

The increase in the number of dwelling units consisted of infilling of vacant lots and along former commercial streets. There have also been several medium size apartment groups on land which had been unsubdivided acreage in 1950.

From 1950 to 1980 the reduction in average size of occupied dwelling unit was relatively small: from 3.4 to 3.0. In 1980 the vacancy rate was below five percent.

On the basis of present trends, we may anticipate that over the next decade the outlying Northeast and Northwest sectors will sustain approximately their percent population in the range of 650,000.

The two inner sectors may be expected to continue to lose dwelling units and families with a resulting population loss in the scale of 50 percent of the present remaining total. Total population of Detroit in 1990 without a change in the present trends would be in the range of 900,000 to 950,000.[12]

MIGRATION

The major reason for the decline in population in the Detroit area has been migration. More people left the tri-counties than those who moved into these counties from outside the area. When the natural increase (excess of births over deaths) is removed from population changes from 1970 to 1980, the results indicate a net out-migration of some 445,000 persons from the Detroit area during the 70's. Many of these persons moved to other counties in Michigan as well as to other states such as Florida, a popular location of many retirees.[13] (See Figure S-5, page 37.)

THE JUNIORS AND SENIORS

The number of Detroit residents under 18 years of age declined at a slower rate than in the tri-county area. From 1970-1980 the percent of change in Detroit's population under 18 has decreased to approximately 26.2; 65 and older has decreased to 18.9. (See Table S-6, page 38.) The median age for all Whites in Detroit is 39, which is 12 and 15 years above the median age of Detroit Blacks (27) and Hispanics (24), respectively. The median age of the U.S. population is about 30. Blacks and Hispanics are below the median age for all of the U.S. population.

Even though the youth population has declined, some of the problems plaguing today's young people have reached epidemic proportions -- sexually transmissible diseases, teen pregnancies, accidental death and suicide. The number of status offenders is continually increasing, yet essential counseling programs available to help these youth are inadequate. Still unmet for many young people in Wayne County are the crucial needs of jobs and training programs. The increasing importance of vocational education will continue as our society demands highly specialized skills.

Other than services provided through school districts, there is a growing need within the city for youth-serving agencies despite the declining youth population.[12]

Housing Projections

Growth in the region is assumed to occur at rates indicated in SEMCOG's regional forecast:

	1980	2005	Growth
Population	4,676,638	5,226,000	546,000
Households	1,621,983	2,177,000	550,000
Persons per Household	2.88	2.4	

The average number of persons per household in the region will decline from 2.88 in 1980 to 2.4 in 2005 as indicated in the regional forecast. The more rural communities experienced the largest increases in both population and households while the city of Detroit and several surrounding cities experienced a loss in both population and households. (See Dwelling Units by County, 1970-1980, Table S-7, page 39.)

THE DETROIT PERSPECTIVE (cont.)

Public Assistance

The Detroit area has had a 37.1% increase in assistance recipients from 1978 to 1981. Households issued food stamps have almost doubled since 1978 in Michigan as well as each of the three (3) local counties. Half of the increase occurred during the 1979/80 fiscal year.[13] Detroit's population is projected to become increasing reliant upon public assistance.

Family Patterns

The characteristics of families in Michigan are changing. The divorce rate has increased by two-thirds since 1960 and one-third of all children under 18 years of age are not living with their natural of parents. In 1980, 191,652 Detroit Area families were headed by women. Many of the women who head households are unskilled and unable to enter the labor marker at wage levels comparable to their male counterparts. The percent of households where the couple is married and living with children for all Detroiters is about 40% ranging from 48% for hispanics, 45% for whites and 37% for blacks. The percent of households where the male is the householder without a wife is relatively rare varying from 4 to 5% for all groups. For those households where the female is the householder with no husband, the percentage for all Detroiters is about 22%, these percentages vary from 12% for whites, 21% for hispanics and 30% for blacks. These percentages may be misleading unless the percent of the total population is also considered.

The Quality of Life

The combination of poverty, double-digit unemployment, the deterioration of the property and income tax bases causes crime which, in turn, accelerates the rate of decline in the quality of life for Detroit residents.

As Detroit's social and educational needs are increasing, its population and tax base are declining relative to the tri-county area and the state. Consequently, Detroit's "political power," its ability to draw state resources to maintain a reasonable quality of services and fund solutions to its problems is diminishing.

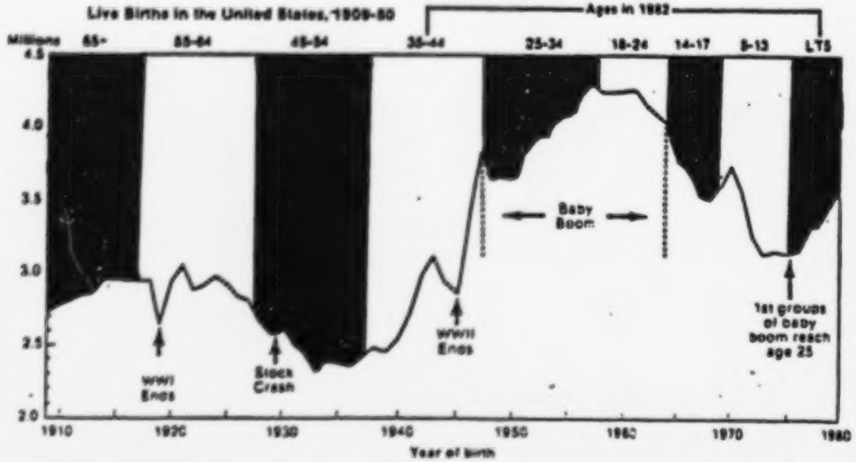
ISSUES

1. The total population of the city of Detroit is declining and will continue to decline even though at the national level the total population is increasing.

POSSIBLE EDUCATIONAL IMPLICATIONS AND/OR RECOMMENDATIONS

The DPS will continue to be confronted with declining resources from the Detroit area due to the continuing drop in total population. The white segment of the population is expected to continue to drop while proportionately the Black, Arabic, and other minorities are expected to continue to increase.

UNITED STATES BIRTHS



The chart above shows the number of births in the U.S. since 1909. Notice that the ages of these people in 1982 are provided on the top of the chart, and the different cohorts are alternately shaded and unshaded. Major historical events are labeled on the chart, most notably the baby boom of 1947 to 1964.

SOCIAL

ISSUES	POSSIBLE EDUCATIONAL IMPLICATIONS AND/OR RECOMMENDATIONS
2. Elementary enrollments will increase. A slight increase in kindergarten enrollment is forecast for 1984 and 1985 reflecting a slight increase in births during 1979 and 1980.	There is a need to extend early childhood education services i.e. pre-school, latchkey programs, day care services. Elementary teachers will shortly be in great demand. College students of the 1970s heard well the forecasts of the demographers and school planners about teacher surpluses and falling enrollment, and they avoided education. Between 1969 and 1975, for example, the percentage of college freshmen planning to go into careers in elementary or secondary education dropped from 22 percent to 6 percent. That sharp drop-off is now being translated into a teacher shortage in some areas, which will grow worse as enrollments head upward.
3. A steady drop throughout the decade in the number of high school students	The forecasts call for a precipitous drop in high school students of nearly 25 percent between the peaks of the late 1970s and 1990. But after 1990, high school enrollment will begin rising again. This sharp fluctuation may cause a considerable problem for many districts. The steep decline will mean a loss of teaching positions, and even the necessity to close some high schools. But the decline will be followed by an enrollment rise that will be nearly as steep as the decline, forcing schools to quickly find more secondary teachers and, in some cases, to build new high schools.

ISSUES

POSSIBLE EDUCATIONAL IMPLICATIONS AND/OR RECOMMENDATIONS

4. The family structure among households in the city of Detroit is deteriorating

The general decline in the structure of the home tends to accentuate social problems which in turn create problems for the DPS. The problems of self-worth, discipline, continuing decline in social values, necessitate programs within schools to effect the affective.

The DPS will need to extend support services and developmental needs of school age children. This might be done by combining efforts with social agencies i.e., United Community Services, health department, libraries, etc. Some offices could be provided in schools

5. The number of Detroit residents on public assistance is climbing and now approaches one in three.

The severe economic decline in Detroit in recent years has resulted in massive unemployment, currently overall exceeding 13% with segment probably approaching 50%. The need for public assistance has had a corresponding increase in ADC and general assistance welfare cases. The needs of both adults and children, as students, pose additional problems for the DPS because the schools need to re-educate the adults and prepare the children for a demanding world. There will be a need to incorporate parenting programs that emphasize survival skills.

6. The dropout for high schools in DPS has declined from 12.2% in 1976-77 to 7.8% in 1981-82.

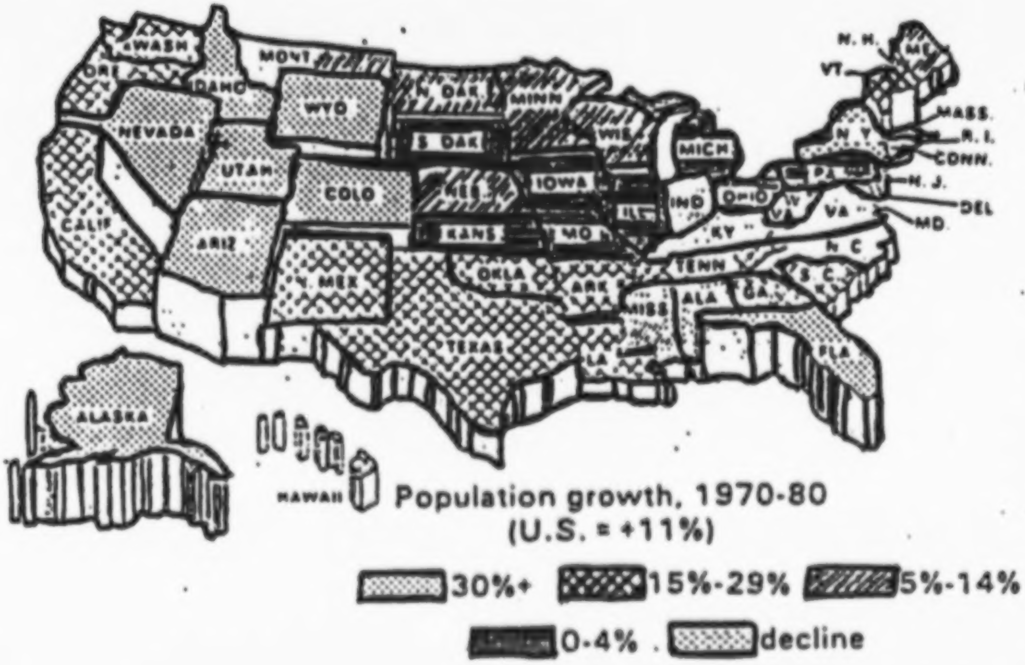
Involuntary losses such as death, moved, suspended, or excluded were not used in the determination of schools dropout percent below.

Year	Percent of Dropouts
1976-77	12.2%
1977-78	10.7
1978-79	10.0
1979-80	17.5
1980-81	8.5
1981-82	7.8

FIGURE S-1

UNITED STATES POPULATION GROWTH

1970 - 1980*


WASH
ORE
IDAHO
MONT
WYO
N DAK
S DAK
MINN
NEVADA
UTAH
COLO
NEB
IOWA
WIS
MICH
CALIF
ARIZ
KANS
MO
ILL
IND
OHIO
N. MEX
OKLA
TEXAS
ARK
LA
MISS
ALA
GA
FLA
TENN
KY
VA
N C
S C
N Y
PA
VT.
N. H.
ME
MASS.
R. I.
CONN.
N. J.
DEL
MD
ALASKA
HAWAII
Population growth, 1970-80
(U.S. = +11%)
30%+
15%-29%
5%-14%
0-4%
decline

As the above chart indicates, the rate of population growth has been greatest in the Industrial Northwest and Midwest. Notice that most states in the South and West grew faster than in the U.S. average of 11% between 1970 and 1980.

*Source: Rand Corporation

TABLE S-2

IMPACT OF AN AGING SOCIETY

Positive Feedback

1. MOVE PEOPLE TO VOLUNTEER IN SCHOOLS
2. GREATER NEED FOR EFFICIENCY
3. APPLICATION OF TECHNOLOGICAL AND INSTRUCTIONAL INNOVATION
4. MORE PROFESSIONAL DEVELOPMENT

Negative or Conflicting Feedback

1. LESS FEDERAL SUPPORT FOR PUBLIC EDUCATION
2. LESS INVESTMENT IN EDUCATION
3. MORE RESISTANCE TO CHANGE
4. FEWER CHILDREN
5. OLDER FACULTY
6. OLDER PARENTS
7. LESS NEED FOR PUBLIC EDUCATION
8. MORE USE OF PRIVATE SCHOOLS
9. HIGHER COST OF FRINGE BENEFITS
10. LESS INNOVATION IN CURRICULUM
11. HIGHER AVERAGE SALARIES

Table S-3

TOTAL POPULATION, MICHIGAN AND DETROIT AREA BY COUNTY: 1970 TO 1990

Area	1970	1980	1990	Percent of Change 1970-80	Percent of Change 1980-90
		Number			
Michigan	8,881,826	9,262,078	9,356,300	4.3	1.1
Detroit Area, total	4,204,443	4,044,284	4,067,600	(-3.8)	(- .6)
Macomb County	626,204	694,600	702,300	10.9	1.1
Oakland County	907,871	1,011,793	1,101,100	11.4	(-8.8)
Wayne County	2,670,368	2,337,891	2,264,200	(-12.5)	(-3.2)
Detroit city	1,514,063	1,203,339	1,112,600	(-20.5)*	(-7.5)
Remainder of county	1,156,305	1,134,552	1,151,600	(-1.9)	1.5
		Percent of State of Michigan			
Detroit Area, total	47.3	43.7	43.5	(-3.6)	(- .2)
Macomb County	7.1	7.5	7.5	.4	n.c.
Oakland County	10.2	10.9	11.8	.7	.9
Wayne County	30.0	25.3	24.2	(-4.7)	(-1.1)
Detroit city	17.0	13.0	11.9	(-4.0)	(-1.1)
Remainder of county	13.0	12.3	12.3	(-.7)	n.c.
		Percent of Detroit Area			
Detroit Area, total	100.0	100.0	100.0		
Macomb County	14.9	17.2	17.3	2.3	.1
Oakland County	21.6	25.0	27.1	3.4	2.1
Wayne County	63.5	57.8	55.7	(-5.7)	(-2.1)
Detroit city	36.0	29.8	27.4	(-6.2)	(-2.4)
Remainder of county	27.5	28.0	28.3	.5	.3
Detroit as percent of Wayne County	56.7	51.5	49.1	(-5.2)	(-2.4)

FIGURE S-4

CITY OF DETROIT
POPULATION TRENDS: 1971-1984

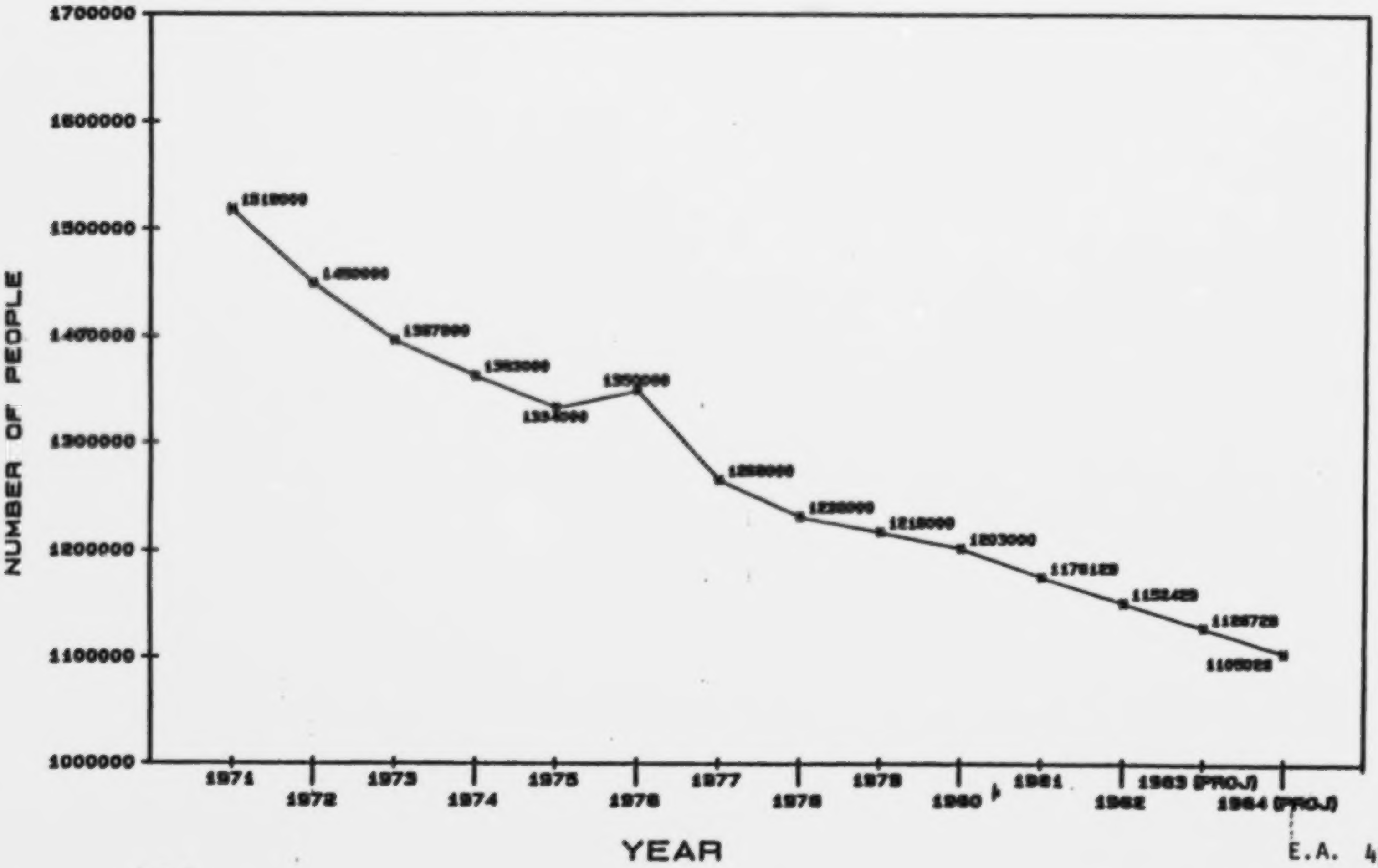
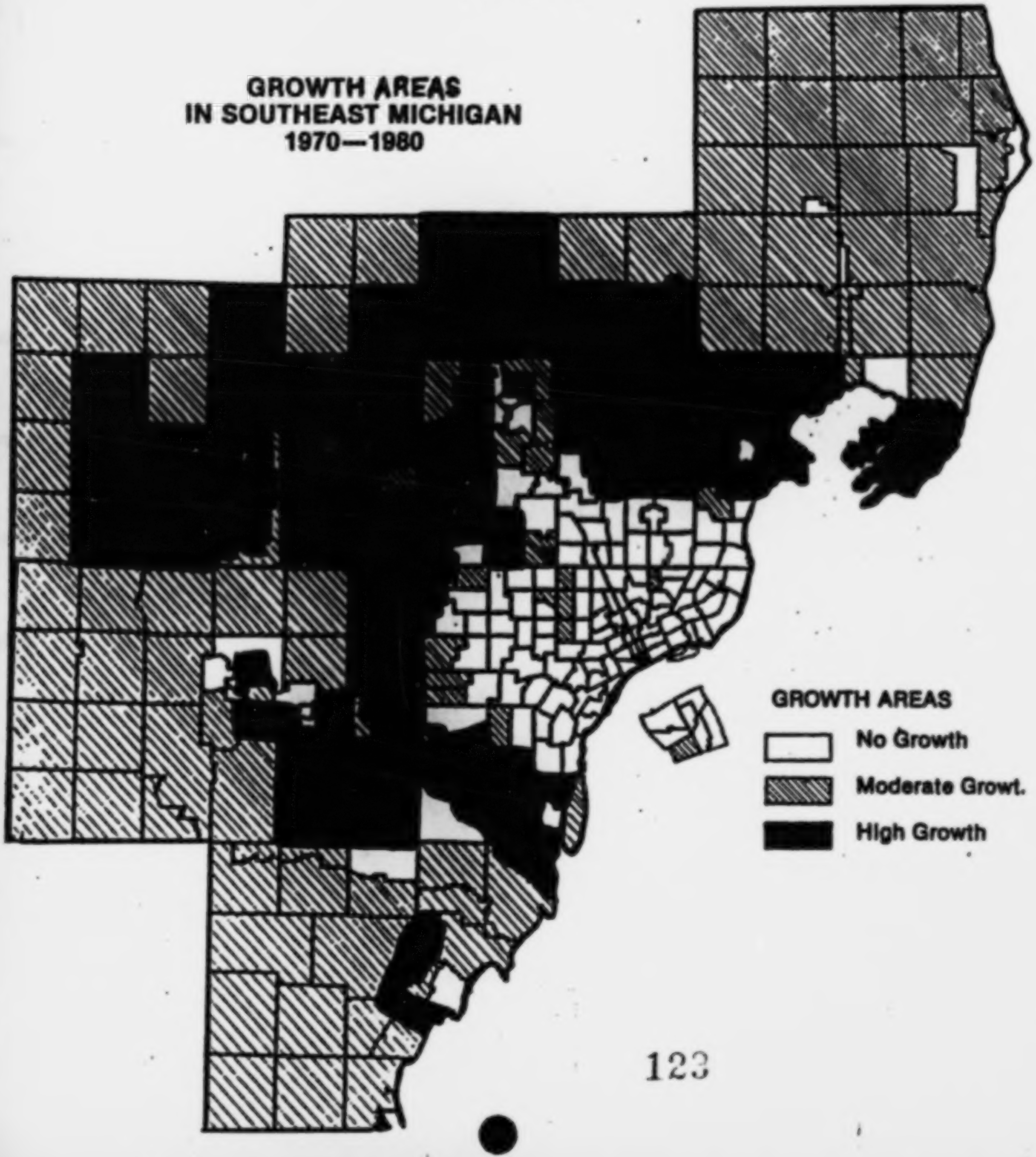


FIGURE S-5



GROWTH AREAS IN SOUTHEAST MICHIGAN 1970—1980

GROWTH AREAS
No Growth
Moderate Growt.
High Growth

E.A. 44

TABLE S-6

POPULATION UNDER 18 YEARS AND 65 YEARS AND OLDER
DETROIT AREA BY COUNTY: 1970 AND 1980

	1970	1980	Percent of Change 1970-1980	Percent of Area		Difference
				1970	1980	
Total						
Detroit Area	4,204,443	4,044,284	(- 3.8)			
Under 18 years	1,527,969	1,182,978	(-22.6)	36.3	29.3	(- 5.0)
65 years and older	340,396	387,951	14.0	8.1	9.6	1.5
Macomb	626,204	694,600	10.9			
Under 18 years	255,269	207,459	(-18.7)	40.8	29.9	(-10.9)
65 years and older	29,872	53,495	79.1	4.8	7.7	2.9
Oakland	907,871	1,011,793	11.4			
Under 18 years	342,622	289,910	(-15.4)	37.7	28.7	(-10.0)
65 years and older	60,364	89,793	48.8	6.6	8.9	2.3
Wayne	2,607,368	2,337,891	(-10.3)			
Under 18 years	930,078	685,609	(-26.2)	35.7	29.3	(- 6.4)
65 years and older	250,160	244,663	(- 2.2)	9.6	10.5	.9
Detroit City	1,514,063	1,203,339	(-20.5)			
Under 18 years	493,874	364,618	(-26.2)*	32.6	30.3	(- 2.3)
65 years and older	173,148	140,508	(-18.9)*	11.4	11.7	.3

TABLE S-7

DWELLING UNITS BY COUNTY

1970-1980

County	1970	1980	Percent Change
Livingston	20,591	34,951	69.7
Macomb	176,491	236,602	34.1
Monroe	34,725	45,361	30.6
Oakland	275,652	373,250	35.4
St. Clair	41,553	51,903	24.9
Washtenaw	72,340	98,1728	35.7
Wayne (excluding Detroit)	341,234	403,396	18.2
Detroit	530,108	471,412	-11.1
Region	1,492,694	1,715,047	14.9

Source: 1980 Census of Population and Housing, Advance Reports, March 1981.

ENVIRONMENTAL SCANNING: SOCIAL FOOTNOTES

[1] Planning for Tomorrow's Schools, American Association of School Administrators (AASA), Critical Issues Report, 1984, p. 31.

[2] Ibid., p. 32.

[3] Ibid., p. 32.

[4] Ibid., p. 32.

[5] Ibid., p. 32.

[6] Ibid., p. 32.

[7] Framing a Future for Kansas Education, Shirley McCune, February 13, 1984, p. 2.

[8] Anticipating and Managing Change in Educational Organizations, Educational Leadership, William L. Renfro and James L. Morrison, September, 1983, pp. 51-52.

[9] Quality of Life, Detroit Free Press, September 26, 1984, pp. 1A and 15A.

[10] What Lies Ahead for Human Services in the Detroit Area?, United Community Services of Detroit, July, 1982, p. 55.

[11] Impact of Recent Detroit Population Trends on School Membership and Building Need, Department of Planning and Building Studies, Detroit Public Schools, October 1982, pp. 4-5

[12] Ibid., p. 6

[13] What Lies Ahead for Human Services in the Detroit Area?, United Community Services of Detroit, July, 1982, p. 57

[14] Ibid., p. 50

[15] Ibid., p. 50

POLITICAL

--SUMMARY

--IMPLICATIONS

--CHARTS AND GRAPHS

- Hostile or favorable local, state, or federal political climate
- Laws/regulatory pressures/court orders
- Special interest groups
- Community recommendations for change/improvement
- Social/political factors to be considered to effect change
- Elections that impact the school system

ENVIRONMENTAL SCANNING: POLITICAL

THE NATIONAL PERSPECTIVE

Educators as a group have tended to shy away from the political arena during the past having decided that education is above politics, therefore educators should not be involved in the political process. However, this situation has changed considerably in recent years. Educators now employ numerous consultants and organized groups as lobbyists to protect and enhance their interests.

The key factor in the politics of education is this: Fewer than one in four households has a child in the public schools. In the early 1960's, about 60% of American households had a school-age child, and, not surprisingly, the schools fared far better in seeking financial support.

All this can lead to some alarming predictions for the future. Public education will be engaged in a life-and-death struggle over the next few years -- because of possible tuition tax credits and the resulting growth in private schools; because of a stagnant economy yielding little for public services; because of the huge sum needed to pay for American imports, especially oil; because of the high cost of the current defense buildup; and, finally, because of the aging American population.

Without delving further into the problems facing public education, it's safe to say that the next decade has at least one common theme: School officials can't sit back and wait for the money to roll in. They must be more political in the broadest sense of the term -- aware of and responding to public concerns.[1]

Educators must become better organized politically, and they must work together to improve the quality and image of the public schools.

In 1979, for the first time in American history, more school revenue came from the state than from local sources. In that year, 46% of public school money came from states, 45% from local sources, and just less than 10% from the federal government, and the federal share has been declining since.

The many separate school finance decisions tended to cap the use of local property taxes for school support for the obvious reasons that the huge disparities in property wealth created inequality -- which was the reason for the suits in the first place.

THE NATIONAL PERSPECTIVE (cont.)

Nationwide, from 1960 to 1979, the percentage of school money that came from local sources fell from 57% to 45%, according to the National Center for Education Statistics. Meanwhile, the state share jumped from 39% to 46%.[2] While the key source of growth is at the state level, the financial picture is not rosy, at least for the first years of this decade.

THE MICHIGAN/DETROIT PERSPECTIVE

The power equalizing concept of educational funding was enacted in Michigan following the Milliken Green case which took place during 1972. Each year, following considerable political debate, the formula for basic state aid for schools is decided. This approach was to equalize and guarantee levels of funding for education by adjusting for the differences in state equalized valuation of local school districts. Because of the political and economic climate in Michigan, the funding required to meet the intent of the act has never been appropriated. Thus the Detroit schools do not receive the level of funding normally expected from power-equalizing legislation.

Categorical aid, the funds for special needs such as the handicapped, transportation, vocational education, gifted and talented, bilingual, media centers, etc. are subjected to the political process on a yearly basis. The amount of these funds made available is a direct result of the compromises made by the legislators. Educational lobbyists at the local, state, and national level must continually work with the local, state, and national legislators to get a reasonable share of these funds. In Michigan, educacion and social services share a major portion of the state funds. High demands for social services because of the economic situation in Michigan has forced the legislature to compromise on funds for education.

The political situation in Michigan presents a difficult problem for Detroit and Wayne County. The outstate legislators tend to be Republicans; whereas, the Detroit-Wayne County legislators tend to be Democrats. (This split between Democrats and Republicans results in voting patterns that reduce funds that would normally come to a large metropolitan area. These voting patterns evolve about a series of socio-racial-economic issues.) The political arena finds an economic environment that favors the Republicans. They are aided by declining unemployment, moderate inflation, lower interest rates (even with the moderate increases of the first quarter of 1984), and relatively strong consumer demand for both housing and consumer durables. The odds currently favor Republican retention of the White House and control of the Senate.[3]

THE MICHIGAN/DETROIT PERSPECTIVE (cont.)

For years in Michigan, up until a few months ago, both the House and the Senate were controlled by Democrats; however, because of some clever maneuvers Senate is now controlled by the Republicans. The use of recall process for purposes beyond the original intent of the legislation has created a serious stalemate at the legislative level. Few legislators are willing to make decisions for fear of being recalled.

Another very serious problem could occur in the political arena for Detroit as well as throughout the entire state is a process called the Voter's Choice (Proposal C). If this proposal is passed, the potential drop in funds could be drastic since property taxes would revert back to the 1981 level and tax bills would be subject to voter approval. This is a Proposition 13 type action enacted in California.

Because of the drop in population in Michigan, congressional districts boundary lines need to be redrawn. Major political battles are being waged over these lines at the present time since control of the legislative power base is at stake. The continuing decline in the population in Detroit will probably seriously impact the power base that Detroit currently has in Lansing and Washington.

Another situation affecting the political scene is the decline of party politics and the rise of single issue politics. The younger generation, being better educated voters, tend to register as independents with a growing trend toward single issue voting which causes a decline in traditional party politics. This change in voter behavior could, and probably is, affecting the power basis established by traditional party groups. Perhaps the single most significant factor associated with the coming of age of this younger generation is the rise of special interest groups leading to a splintering of the political scene. In the view of this cohort, disillusionment with traditional government solutions legitimizes the role of these special interest groups. Additionally, the shift in regional influence as a result of House reapportionment toward the Sunbelt (Southern and Western states) will be felt in mid to late decade.[4]

During the past two years, there has been many Reports on Education by various groups. The one common factor in this current political-educational activity is the trend toward centralization of education. The public is alleging thet educators have failed to deliver the educational programs demanded by them and are now by-passing educators and oging to the state and national legislators for action.

The federal department of education is in the process of developing a national test for education. The National Assessment of Educational Progress (NAEP) is being used in ways for which it was not intended. The federal government wants a scorecard for education that can be used to rank the states. A number of states especially Alabama and Florida have gone to great lengths to centralize the control of legislation at the state level. The Blueprint for Action in Michigan with the implementation via various segments of the state aid act is an example of this activity directly involving the Detroit school district as well as all other districts in the state. The state assessment program in Michigan (MEAP) despite a stormy beginning is now an accepted part of the educational scene. These test scores are used and misused by numerous groups, e.g., real estate groups selling property based upon local MEAP scores, districts ranking themselves as being above or below other districts and the state even though this is a criterion referenced test, etc.

The general trend in politics that may impact the Detroit school district and other large institutions is the demassification concept in Toffler's Third Wave in which smaller is better. These small groups through intense political activity using innovative measures such as Proposition 13, boycotts, class action suits, etc. directed by highly motivated special interest groups especially the young cohorts may have decided impacts upon established political and educational structures.

State Aid Bill (HB5323)

Richard L. Smith, Assistant Superintendent, Office of Federal, State and Local Legislative Affairs, highlights the major items in the school aid bill conference report, July, 1984 that would have impact on Detroit.

1. The front end of the formula was reduced from $328 per pupil to $300 per pupil.
2. The back end of the formula was increased from $59 per pupil per mill to $64 per pupil per mill.
3. A school district may receive an additional $28 per pupil if the following conditions are met:

(A) Six classes, each consisting of 50 minutes of classroom instruction or a total of not less than 300 minutes of classroom instruction. This subdivision does not apply to pupils in grade 9 who do not attend classes in the same building as pupils in grades 10 through 12.
(B) Four years of English.
(C) Three years of mathematics.
(D) Three years of science.
(E) Three years of social studies.
(F) Two years of a foreign language, fine or performing arts, or vocational education or practical arts, or any combination thereof.
(G) One year of health, physical education, or both.
(H) Beginning in 1985-86, a 1/2 year of computer education.

In order to be eligible for the additional $28 per pupil permitted under this subsection, a district shall submit to the department not later than October 1, 1984, a resolution adopted by its board indicating that the district complies with all of the requirements of subdivisions (A) through (G).

Not later than March 1, 1985, the department shall submit to the chairpersons of the senate and house committees on education and appropriations any recommendations for changes in the requirements of subdivisions (A) through (H) for the 1985-86 school year.

4. The compensatory education section was changed in the following ways:

   a) Total funding was increased from $22,876,290 to $23,975,325.
   b) The $225 per pupil amount remained the same.
   c) The qualifying percent was changed from 14% to 13.7%.

- d) The includable grades were changed from K through 9 to K through 10.
- e) The 7th grade MEAP will now be used for grades 5, 6, and 7.
- f) The 10th grade MEAP is now used for determining eligibility in grades 8 through 10.
- g) The 55% of objectives criteria will still be used.

5. There has been a new addition with an added appropriation of three million dollars to the gifted and talented section. The pertinent language reads as follows:

> From the amount appropriated in Section 11, there is allocated an amount not to exceed $3,000,000.00 for the development and operation of comprehensive programs for gifted and talented pupils. A district or consortium of districts may be eligible to receive $35.00 per pupil for up to 5% of the district's or consortium's membership with a minimum grant of $5,000.00. An intermediate district may act as the fiscal agent for a consortium of districts. In order to be eligible for funding under this subsection, the district or consortium of districts shall submit a 3-year plan for operating a comprehensive program for gifted and talented pupils. The plan shall be developed in accordance with criteria established by the department and shall be submitted to the department for approval. Within the criteria, the department shall encourage the development of consortia among districts of less than 5,000 memberships. To ensure maximum efficiency and to prevent duplication, the department shall not approve a plan that would compete with or tend to lessen participation in an existing program.

6. Special Education funding was increased from $126,500,000 to $132,500,000. This included an increase in Federal Funding from $33,000,000 to $34,989,000.

7. Transportation reimbursement was increased from $85,000,000 to $89,800,000. Language was also added to allow transportation to cooperative academic programs as well as to area vocational centers.

8. The professional development allocation was increased from 2.2 million dollars to 2.7 million dollars. Language was also added that would allow the staff development plan to include identified needs in the following two areas:

   a) implementation of the State School Health Education curriculum
   b) utilizing computers in the educational process

Residents Give Schools a Good Rating

MICHIGAN: The 2nd Annual Michigan Education Poll was conducted by Project Outreach as a major listening effort of the State Board of Education. Opinions represent 800. adults, interviewed by telephone, February 7-9, 1983. This year's statewide opinion survey revealed 8% of the adults polled awarded their public schools an "A", 38% a "B", 30% a "C", 10% a "D" rating, and 2% an "E". [5]

The emphasis on a need for more basic skills topped the list of suggester priorities for todays curriculum. One out of every three responses to this question (30%) focused on basic skills. Respondents also urged a greater need for students to have instruction in vocational/technical skills (26%). The next greatest need was classified as life survival skills (24%). Included in this category are responses that cited a need to master everyday tasks such as balancing a checkbook, being able to compute interest, completing an income tax form, etc. The fourth most frequently mentioned area concerned a need to get along with people and mastery of social skills (21%). Understanding computers was expressed as a top curriculum priority for todays world (19%). [6]

THE MICHIGAN/DETROIT PERSPECTIVE (cont.)

°**DETROIT:** During February and March, 1984, the Parent-School Relations Questionnaire was administered to 5,219 parents of children attending Detroit's public schools. The main purpose of this questionnaire study was to identify areas of strength and weakness in parent relations with their children's schools.

Detroit parents think highly of the city's public schools, and more than 80% believe the schools are safe, according to a survey released by the school board. According to the survey, 70% rated the schools good or very good, and 26% rated them fair. Only 4% rated them poor or very poor. Parents are less pleased with the high schools, the survey indicates. Fifty-nine (59) percent of the parents of high school students said they believe schools were safe, and 41% believed they were unsafe. Forty-one (41) percent were satisfied with the efforts of officials to maintain discipline and 46% were not.[7]

According to the survey 14% said they know "a lot" about Detroit's five vocational/technical centers that provide job entry skills to high school graduates. Another 55% said they know "a little" and 31% said they know nothing about the centers.[8]

ENVIRONMENTAL SCANNING: **POLITICAL**

ISSUES

1. The political climate at the federal level

The conservative group in power in Washington is favoring, and implementing reforms, to reduce federal spending in the area of social programs including education. If the Republicans win the November election, the funding of social programs will be reduced even more since it is the policy of the current administration to cut the federal deficit through spending cuts aside from the defense budget rather than raise taxes. A variety of educational programs backed by the administration such as the voucher system may have decided effects upon the way public schools operate in the future.

The public appears to be changing from a highly decidated partisan political structure. Keeping abreast of the political climate in an issues oriented society will be much more difficult than coping with the climate created by two highly disciplined political parties.

POSSIBLE EDUCATIONAL IMPLICATIONS AND/OR RECOMMENDATIONS

Since DPS are recipients of large amounts of federal aid, the continued reduction in federal aid will severely impact those operations that were based upon federal revenues. Either these programs will have to be reduced in magnitude or eliminated unless other sources of revenues are found. Since this economic impact is the direct result of political action, political strategies which have the opposite effect need to be implemented. Federal funding of education is to a large degree a highly partisan political issue. If those federally backed educational programs such as the voucher system are enacted, the impact upon the Detroit schools could be extensive.

With advent of an issues oriented society, the political implication for the DPS probably will be amplified significantly. Although difficult, masterminding legislation through a system of two highly partisan groups, (the Democrats and Republicans) is probably relatively simple when compared to accomplishing that feat in a group that changes with each issue.

ISSUES

2. The political climate at the state level

The political climate in Michigan at present is a democratically controlled house, a one vote majority control of the Senate by the republicans, a democrat as governor with the large city vote largely democratic and the out state vote largely republican.

Since the funding of education at the state level is highly partisan, those groups who are organized stand the best chance of getting state revenues. Education is represented by many groups in Lansing including those representing school boards, school administrators, school districts, teachers, etc.

The annual battle for state aid occurs with democrats and republicans tending to follow party lines as to how schools will fare for the next year. Following the court cases which fought the battle for equal educational opportunity, Michigan implemented the power equalizing concept of educational funding. This approach was to reduce the discrepancy in funding between the high and low revenue districts. However, since the state has not had sufficient funds to fully fund the concept, the differences in revenues between the high and low spending districts is getting larger rather than smaller.

POSSIBLE EDUCATIONAL IMPLICATIONS AND/OR RECOMMENDATIONS

Because Detroit is experiencing a stagnant revenue base, a declining general population, and a declining school population, the potential revenue loss from general members aid for DPS exceeds $10,000,000 each year compounded. These revenues are the direct result of a series of political compromises. Either DPS will have to seek other sources of revenues, or implement cost cutting procedures to compensate for these expected losses in revenues. A higher level of political activity might be an option, since these cuts are due to political decisions.

In order to meet state mandates found in the 1984-85 state aid act, and found in the recommendations included in the Blueprint for Action, the DPS may be required to implement many changes in procedures.

The potential impact of the Voters Choice Amendment upon the Detroit schools could be devastating. Funding cutbacks at the state and local level could seriously impact all educational operations.

ISSUES	POSSIBLE EDUCATIONAL IMPLICATIONS AND/OR RECOMMENDATIONS
2. The political climate at the state level (cont.) There appears to be a distinct trend which is resulting in a more centralized control of education at the state level. Numerous mandates have occurred at the state level which require the local districts to implement these programs, e.g., special education requirements, bilingual, etc. The current mandates found in the 1984-85 state aid act are examples that will affect local school districts. The Blueprint for Action, the Michigan Plan for the next five years, contains numerous recommendations, some of which are already mandated in the current state aid act.	
3. The political climate at the local level The general public appears to have an anti-tax attitude at the present time. The epitome of this attitude will be measured during the November election when the populace will be voting on the Voters Choice Amendment, a measure to drastically cut revenues and to make it extremely difficult to pass new taxes. The obvious impact of this anti-tax attitude is to reduce revenues for all public-supported institutions.	The level of funding of public education in Washington is primarily determined by a vote of the the local population. Therefore, it is important for DPS to know the climate of the local community groups if Detroit is going to be successful in maintaining or increasing revenues. Although blacks are the dominant power structure within Detroit, in order for the DPS to survive, DPS must maintain support among all significant power groups. The nature of voting among these groups is to maintain their power base which in turn affects the schools and other service agencies in the respective area.

ISSUES

3. The political climate at the local level (cont.)

POSSIBLE EDUCATIONAL IMPLICATIONS AND/OR RECOMMENDATIONS

The Detroit schools must be cognizant of these community sub-groups and their needs. If change in educational activities are planned and/or implemented, there must be acceptance by the the leaders of these sub-groups.

The population's social structure in the Detroit area, per the 1980 census, is 34% white, 63% black, 2% hispanic, less than 1% middle eastern and others. The political implications of this social structure have a profound effect upon the political climate within the city of Detroit that often differs from the political climate of the suburbs. Although blacks are a minority at the national level, at many of the large city levels, blacks are the majority. Thus, the immediate political influence upon Detroit is dominated by blacks, with aging whites next, followed by hispanics and middle eastern groups. Although these groups tend to vote Democratic at state and national selections, their local votes are splintered according to local issues such as taxes, schools, security, etc. If change will assist these groups, they will probably be in favor of the proposed action; however, if the proposed action is perceived as detrimental, these issue oriented sub groups will resist change.

The following recommendations are presented for the political arena:

1. Extend business involvement in schools
2. Build support networks using volunteers, associations, etc.
3. Establish a foundation to receive funds and establish a "DPS" stars fund
4. Develop projects for outside funding
5. Establish public identity campaign
6. Strengthen lobbying activities

ENVIRONMENTAL SCANNING: POLITICAL FOOTNOTES

[1] Planning for Tomorrow's Schools, American Association of School Administrators (AASA), Critical Issues Report, Politics, 1984, p. 98.

[2] Ibid., p. 99.

[3] CUNA Environmental Scan, 1984 Profiles, Credit Union National Association Inc., The Political/Legislative Environment, April, 1984, p. 23.

[4] What Lies Ahead, A Glimpse of the 1980's and the Driving Force that Will Shape the Decade Ahead, United Foundation, October, 1980, p. 36.

[5] Michigan Residents Gives Schools Good Ratings, 2nd Annual Statewide Poll, Michigan Education Report, April, 1983, p.1.

[6] Ibid., p. 1.

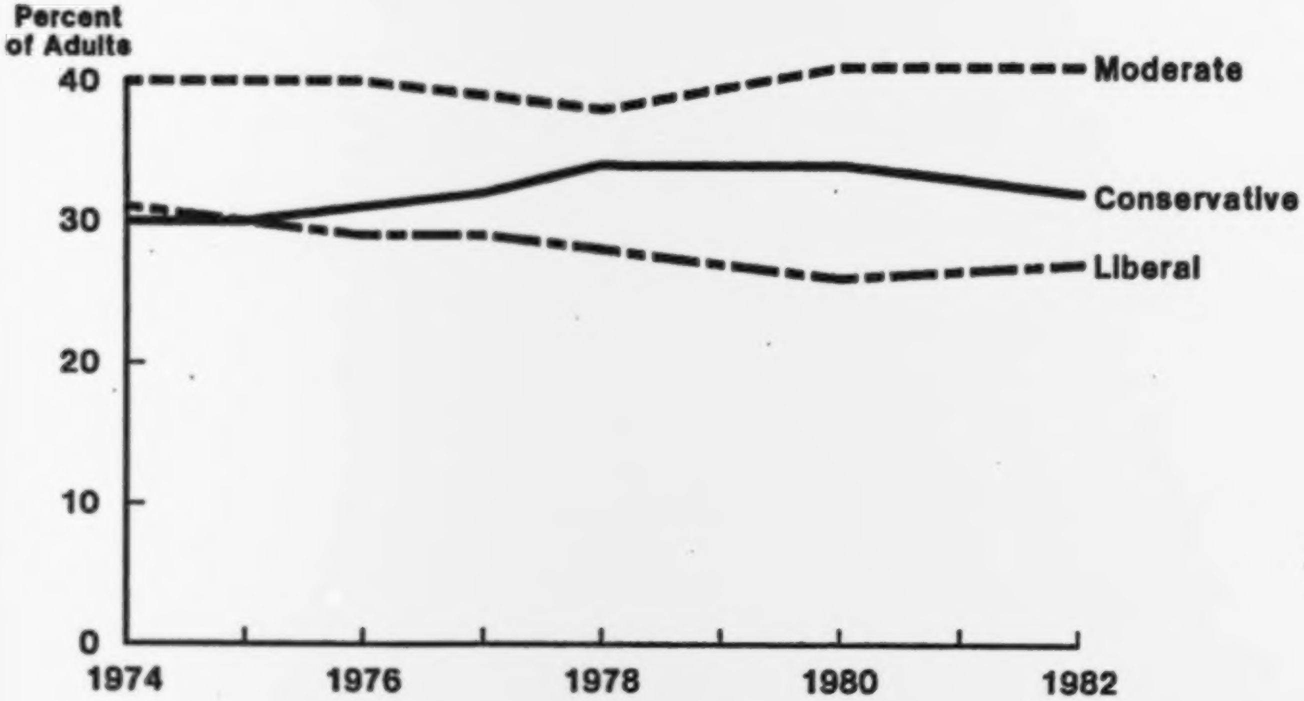
[7] Detroit Parents Gives Schools Good Grades, Detroit Free Press, March, 1983, p. 1A.

[8] Ibid., p. 5A.

TABLE P-1

KEY DRIVING TRENDS

SLIGHT DECLINE IN CONSERVATISM

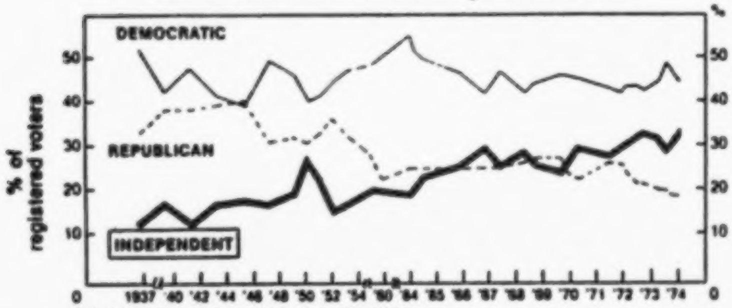


Source: National Opinion Research Center, General Social Surveys, latest that of February through April, 1982

E.A.

TABLE P-2

Growth of the Independents



GE, *Major trends in the U.S. through 1990*

according to a recent poll. . .

- **In 1980: 46% of those under 30 and 22% of those over 50 identify themselves as independents.**
- **In 1985: 50% of those under 30 and 30% of those over 50 will identify themselves as independents.**
- **In 1990: 60% of those under 30 and 45% of those over 50 will identify themselves as independents.**

Accelerating Movement Toward Decentralization

- new values stress participation in decision-making
  - increase in referenda, intervenors in agency procedures
  - from representative democracy to participatory democracy

- growth of "neighborhood power," a new political force
  - increase in local self-help programs:

consumer protection
energy
health care
crime prevention

redevelopment/beautification
urban agriculture
cultural
zoning changes

E.A.

TECHNOLOGICAL

--SUMMARY

--EDUCATIONAL IMPLICATIONS

--CHARTS AND GRAPHS

-Trends in new technologies

-Impact of new technology on school system

-Production techniques

ENVIRONMENTAL SCANNING: TECHNOLOGICAL

THE NATIONAL PERSPECTIVE

The transition to an information-based, service-oriented era will be characterized by slower economic growth nationally, but rapid growth in the high-technology industries. Spurred in the main by advances in microelectronics, significant improvements in our existing technologies will occur while new technologies offering new products and services will become available. These technologies will feed and grow on each other resulting in even more rapid change that will have significant impact on the nature of people's work, productivity and way of life.

Six Leading Technologies

Six major high technology areas will show rapid growth for the next decade. They are: 1) Telecommunications, 2) Computers/Microelectronics, 3) Robotics, 4) Laser Technology, 5) Biogenetics and 6) Undersea/Solar/Space Explorations.[1]

Telecommunications

As the cost of data transmission steadily drops, the telecommunications industry will continue to be one of the fastest growing industries in the world. In 1980, sales reached as high as $40 billion. That figure is expected to double in 1990 and by 2000, to double again to $160 billion.[2] New products and services will become available. These will include new telephone systems with greater functions and capabilities, such as low-cost, celluar radio-based mobile telephone units, video teleconferencing, and machines that will be able to understand and generate speech.[3] Within the area of telecommunications, cable TV is expected to continue rapid growth. As of March 1984, 36.7% of all TV homes had basic cable.[4] By 1990, 50-60% of all homes will have cable and before 2000, 90% of all households will have cable.[5] Allowing better reception, more channels and in some cases two-way communication capabilities, cable TV will allow people to book airline or restaurant reservations, shop for products, buy theater tickets, place off-track betting, get access to national on-line databases, read the news or make financial transactions all from their homes.

Computers/Microelectronics

The ushering of the information era has been caused in the main by the computer and advances in microelectronics. Rapid growth is expected to continue. Overall, the world-wide computer market was 28.7 billion in 1980. By 1985, that amount is expected to more than double to $64.3 billion. (See Figure T-1) In particular, desk-top microcomputers or personal computers are expected to take an increasingly wider share of this market, from 6% in 1980 to nearly 20% of all computer sales by 1985.[6]

THE NATIONAL PERSPECTIVE (cont.)

Aside from increased sales, several trends are emerging from this technology. First, computers, particularly personal computers, will increase in use in all major sectors of the economy. Large and small businesses will increase their acquisition of computers. By 1984, sales of personal computers will reach $13 billion and continue to increase.[7] There will be more computers in homes. 13% of all households are projected to have computers by 1986.[8] By 1990, this will rise to 25%.[9] Computers in the public schools have increased ten times, from 31,000 in 1981 to 325,000 by 1983 and are expected to continue growing.[10] Secondly, computers are increasingly being utilized in all facets of life, from everyday consumer goods, such as cars, refrigerators and telephones to medical diagnosing to energy conservation. Third, the power and capabilities of computers will continue to increase. New or enhanced versions of computers and other hardware will occur rapidly, making it difficult to keep abreast with "state-of-the-art" technology. For example, from 1981 to 1984, IBM has made four major changes in its personal computer, the IBM PC. It has evolved from the standard PC version in 1981 to the enhanced PC-XT version in 1983 to the PC-Jr in early 1984 to the PC-AT in late 1984. Development of the next version of the PC is already well on its way. In the next few years, other enhancements in hardware will occur. These will include the proliferation of small lap-sized computers, flat TV monitor screens, new input devices, faster printers with color and new storage devices holding larger amounts of memory. The rapidness of these innovations will continue to cause the product lifespan of hardware to be short, conservatively speaking, from 3 to 5 years in duration.[11] Fourth, commercial computer application programs, better known as software, will continue to increase in capabilities and "user-friendliness" for both business and educational use. By the 1990's powerful computers using artificial intelligence software will appear. Dubbed the "Fifth Generation" computers, these systems are currently undergoing development in Japan, Europe and a consortium of U.S. companies. The goal is to develop computers with sophisticated decision-making skills, reasoning and learning capabilities that will understand spoken words and answer back. Fifth, the price of computing power will continue to drop rapidly. As new hardware and software versions are introduced almost yearly, the older versions will drop in price. Sixth, the new years will see a "shakeout" of computer hardware and software companies. Stiff competition is presently occurring, causing smaller companies to succumb to larger companies. IBM, in particular, is anticipated to control 50% of the business microcomputer market by 1986.[12] A final trend emerging will be the growth in true office automation systems that integrate or network mainframe database systems with office microcomputers.

THE NATIONAL PERSPECTIVE (cont.)

Robotics

The robotics industry will be one of the fastest growing industries in the next decade and a half. Sales in the U.S. are projected to grow from $65 million in 1980 to $1.5 billion in 1990.[13] In 1981, there were 14,000 robots around the world. By 1990, this will grow to 200,000 robots in the U.S. alone and by 2000, to as many as 1 million.[14] (See also Figure T-2) Increasing productivity and efficiency, the use of robots will be used extensively in auto factories, heavy industries and other areas where they are technologically feasible and cost-saving. Greater productivity will pay a heavy price with increased unemployment likely to occur in northern industrial areas. Robots will replace thousands or workers in welding, painting, grinding, milling, operating lathes, machine tooling and drilling. By the 1990's, "smart" robots having the more sophisticated capabilities of sight, hearing, touch and artificial intelligence will appear in factories to do packaging, electroplating, inspecting, filing, assembling, heat-treating and spectral analysis for paint matching.[15] In addition to factories, new types of robots are currently being developed to handle hazardous jobs. These include: 1) the nuclear robot - - to assist in the processing of nuclear fuel, 2) the mining robot - to shovel and drill in the mines, 3) the genetic robot - to handle the dangerous lab work qssociated with genetic engineering, 4) the space robot - to assist in planetary and space exploration and 5) the underwater robot - to assist in underwater exploration, drilling and mining.[16]

Laser Technologies

Within the next decade and a half, applications in laser technology will grow in many areas. These range from laser surgical tools to stereos and video players to anti-satellite, missle, tank and submarine weapons systems. In addition, a major application of laser technology will be in the factories. Lasers will be used heavily in the took and die trades.[17]

Biogenetics/Medical Technologies

Biogenetics engineering is anticipated to be one of the fastest growing technologies in the next decade and a half. In agriculture, the process of splicing genes will result in new strains of vegetables, grains and fruits that will be resistant to frost or absorb nitrogen nutrients from the atmosphere. In the medical field, biogenetic engineering will produce new antibiotics, insulins, cortisones, coagulants and anti-coagulants, hormones and interferon.[18]

THE NATIONAL PERSPECTIVE (cont.)

Undersea/Solar/Space Exploration

The dwindling of current strategic resources will drive the exploration and utilization of undersea, solar and space resources. Undersea exploration for oil and minerals and research in finding ways to utilize the sun's energy are expected to continue. Space laboratories are planned to take advantage of the weightless environment for experimentation and product development. The space shuttle will be relied upon to build larger satellite communications networks.[19]

THE MICHIGAN/DETROIT PERSPECTIVE

The rapid growth of high technologies will have a substantial impact locally. Michigan should likely parallel national trends in the utilization of new technologies, changes in the nature of work, productivity and way of life. Its relatively high standard of living constitutes an attractive market for new products and services. Of particular significance locally is the growing use of robotics and laser technology in the auto industry. Michigan's heavy dependence on this industry will likely result in heavy consequences in unemployment but provide new opportunities as well.

Growing Utilization of Telecommunications and Computers

The utilization of telecommunications and computer technology is expected to continue growing in Michigan. For example, a state-of-the-art cellular radio-based network stretching 1,700 square miles has been recently completed in the Metropolitan Detroit area to service a potential low-cost mobile telephone market.[20] Cable TV use appears to continue growing in Michigan. Two large cities, Grand Rapids and Flint, have cable systems and a number of cities in the Metropolitan Detroit area already have cable. (See also Figure T-3) Although the city of Detroit is presently having a controversial political battle over the selection of a contractor/operator, given the overall national and state trends, it is more than likely the city will have cable TV within the next few years. If not, other forms of broadcasting technologies such as microwave or satellite will likely become popular.

Utilization of computers in all areas is expected to continue. The trend for greater managerial efficiency and downsizing in economically uncertain times, the ever-growing call for the need to extend high technology and the availability of inexpensive computing power will drive both large and small businesses to acquire more computers. This growth should continue in manufacturing industries with the acquisition of sophisticated computer-assisted design and computer-assisted manufacturing (CAD-CAM)

THE MICHIGAN/DETROIT PERSPECTIVE (cont.)

systems and other types of computers. School districts will likely continue acquiring microcomputers, which already number well over 10,000 in Macomb, Oakland and Wayne County schools.[21] Likewise, financial institutions, hospitals, the food processing and pharmaceutical industries in Michigan are expected to continue utilizing computers as new systems with new capabilities are developed.

High Technologies in the Auto Industry

The auto companies in Michigan will continue to retool and restructure their plants significantly. Robots will be used extensively. GM alone plans to increase their robot force from the 300 presently used to 14,000 by 1990.[22] In addition to robots, the auto companies will utilize other high technologies. These include new laser cutting tools and computer-assisted design and manufacturing systems. In total, the auto companies plan to expend as much as $100 billion in these new technologies to develop new cars.[23]

Although large numbers of blue collar workers will lose their jobs from automation in the auto industry, new types of jobs will be created. Robot technicians will be needed to repair and maintain robots and the demand for laser technicians, the tool and die makers of the future, will grow. By 1990, estimated employment for robot technicians will reach as high as 800,000 and for industrial laser technicians, around 600,000 nationally.[24]

Aside from the emergence of new occupations, a critical shortage of technologically oriented workers, such as computer programmers and systems analysts, is expected to continue. In particular, the exodus of engineers to more attractive and diverse high technology industries in California, Texas and Massachusetts will remain a problem. Much of the retention of Michigan's new engineering graduates apparently will depend on the health of the auto industry. In 1978, 56% of the engineers graduating from Michigan's universities found jobs in the state. By 1981 during the start of the auto industry's economic decline, only 35.6% of the new engineers stayed in Michigan. By 1983, during the auto industry's recovery, this figure had risen to 46.9%.[25] Although the trend appears to have reversed, the state can expect to continue having stiff competition from other states for these resources.

ENVIRONMENTAL SCANNING: TECHNOLOGICAL

ISSUES	POSSIBLE EDUCATIONAL IMPLICATIONS AND/OR RECOMMENDATIONS
1. The growing utilization of technology will cause unemployment in the auto industry and other areas. Unemployment can be expected to increase in heavy manufacturing sectors due to robotics and automation. Older workers will have particular difficulties in finding jobs for which they have no skills and will be much harder to train. In addition, the general trend to streamline and create more efficient management organizations through computers, automation and other technologies will probably displace other workers. Job security in large organized sectors will likely become an important issue.	The displacement of factory workers in other areas will cause possible opportunities for educational institutions, both public schools and post-secondary colleges and universities, to provide retraining in adult education programs. Adequate technological curriculums and programs designed for young and older adults will have to be developed to attract displaced workers. Increased unemployment in the city will likely aggravate social and family problems and therefore, more associated problems among school children will occur..
2. Demand for technologically oriented workers will continue to increase. Although there will be less demand for non-skilled blue-collar workers, white-collar jobs will grow. (See Figures T-4 and T-5) Shortages in key information-related fields will continue to occur. Computer service technicians, computer programmers and operators, systems analysts, engineers, business machine repairpersons and health-related technicians are some of the fastest growing occupations in the U.S. The recruitment and retention of engineers and other people in the math and science skill areas will be a critical task if the state intends to build and maintain a high technology infrastructure. Competition for these resources among states, cities, businesses, school districts and other areas should continue.	Curriculum in the primary and secondary schools will have to prepare school children adequately for the rigorous college or university education required for technologically oriented careers. Competition from the private sector will likely cause continued shortages of the math, science and computer personnel needed for adequate technological curriculums. Recruitment and retention strategies of these personnel must be developed.

ISSUES	POSSIBLE EDUCATIONAL IMPLICATIONS AND/OR RECOMMENDATIONS
3. The growth of technologies and changes in society will create new kinds of occupations requiring new skills. Robot and laser technicians will be in demand in factories while biogenetic technicians in laboratories and hospitals. With the growing population of older citizens in Michigan and Detroit, the number of geriatric social workers will grow. Well over five million jobs may be in demand for these and other new occupations nationally. (See Table T-6)	Adequate curriculums, staff and equipment will be needed in order for graduates to be able to take advantage of the new job opportunities available in the 1990's.
4. The nature of work in many areas will change greatly. Although the absolute numbers of technologically oriented workers in demand will be small in comparison to the actual labor force, some 30 million or 30% of all jobs will be computer related.[26] The growing utilization of office automation systems, computers, new software and other technologies in workplaces will require new skills from workers. Problem-solving skills, adaptability to change, the ability to use knowledge and information and trainability will be some of the qualities needed for future jobs.	Present curriculums will need to change according to the job requisites of the future. Computer literacy programs will need to continue and expand. Problems, however, will continue in this area. The rapidness of innovations will make it difficult to keep abreast with the technology without adequate funding sources. Federal bills currently under legislation, such as the Computer Educational Assistance Act, Computer Literacy Act, National Educational Software Act and the Math and Science Bill, may help school districts, but as in the past, once funds ran out, projects had to be terminated and equipment was left to rust away. Assistance from the state, such as the proposed Office of Instructional Technology, should be utilized. School districts may also expect to see more help from the private sector. Eager to take advantage of tax write-offs and a potentially large educational market, high technology firms, such as Apple and IBM, have and most likely will continue to

ISSUES	POSSIBLE EDUCATIONAL IMPLICATIONS AND/OR RECOMMENDATIONS
The nature of work in may areas will change greatly. (cont.)	contribute computers to school districts. In addition to funding, adequate staff and comprehensive curriculums will be needed. The national debate on what constitutes computer literacy will continue to occur.
5. New social issues will emerge from the growing use of technology. As mentioned earlier, technology displacement will cause unemployment problems with job security becoming an important issue. In addition, the growing computerization of tasks will likely continue to cause fear and apprehension among workers unaccustomed to machines as well as the perceived threats to job security. The perceived depersonalization of machines will require new "high-touch" strategies. In addition, other problems will occur. Computer related white collar crime and questions of personal privacy will likely grow. As advances occur that will extend the life expectancy to over 100 years by 2000 and the capabilities to replicate and alter life come into being through biogenetic engineering, new moral and ethical issues will become prominent.	As school districts continue computerization and utilizing technology within their own organizations, questions of job security will likely affect labor negotiations. Alternative strategies should be developed, such as the utilization and retraining of staff in other areas of work. Problems of maintaining security in student and personnel database files should be addressed. Moral, philosophical and ethical issues on the impact of certain technologies should be included as part of the curriculum. As economic disparities continue to exist among school districts, more affluent school districts will be able to prepare their students for the new technologies better than financially-burdened districts. Educational equity should continue to be an important issue in the future.

ISSUES	POSSIBLE EDUCATIONAL IMPLICATIONS AND/OR RECOMMENDATIONS
6. Retraining will become a major task. The growth of technology in all sectors with constant product enhancements and rapid changes in state-of-the-art technologies will require extensive training and retraining. Both in-house retraining efforts and outside trainers will be required in both the private and public sectors.	School districts will most likely have to increase their expenditures on staff retraining programs in order to have competent staff and to keep up with changing technologies. Becoming aware of the acute shortages of math, science and computer personnel in schools, businesses have begun to provide more assistance to districts. Businesses such as Xerox, Dow Chemical, Kaiser Aluminum and Digital Equipment Corporation and others, have begun "adopt-a-school" programs whereby their scientists and engineers are lent to schools to provide training to teachers as well as serving as math and science teachers. Greater alliances of this type will probably appear in the future.

ENVIRONMENTAL SCANNING: TECHNOLOGY FOOTNOTES

[1] Based on presentations from Dr. Shirley McCune, Mid-Continent Regional Education Laboratory (McREL). See also *Informational Technology and Its Impact on American Education*, Office of Technology Assessment, 1982.

[2] Marvin Cetron and Thomas O'Toole, *Encounters with the Future, A Forecast of Life into the 21st Century* (New York, McGraw-Hill Book Company), p.212.

[3] Ibid., pp. 212-215.

[4] *Detroit Free Press*, September 18, 1984.

[5] Marvin Cetron et al., op.cit., p.218

[6] *What Lies Ahead - A New Look, An Environmental Scan Report*, United Way of America, January 1983, p 45.

[7] *Business Systems Update*, April 1984, p. 6.

[8] *CUNA Environmental Scan, 1984 Profiles* (Credit Union National Association), p. 4.

[9] Marvin Cetron et al., op.cit.

[10] Paul Bonner, "Computer in Education: Promise and Reality", *Personal Computing*, September 1984, p. 64.

[11] *CUNA Environmental Scan*..., op.cit., p. 4.

[12] *Business Systems UPdate*, July 1984, p. 5.

[13] Marvin Cetron et al., op.cit., p. 235.

[14] Ibid., p. 234 and p. 243.

[15] Ibid., p. 244.

[16] Ibid., pp. 248-250.

[17] Ibid., p. 17, 49, 99, 290.

[18] Ibid., p. 17, pp. 47-64.

ENVIRONMENTAL SCANNING: TECHNOLOGY FOOTNOTES (cont.)

[19] Ibid., pp. 275-92

[20] Ameritech Mobile Communications, Inc., 1984.

[21] Governor's Educational Summit Task Force, Fall 1984, p. 13.

[22] What Lies Ahead..., op.cit., p. 44.

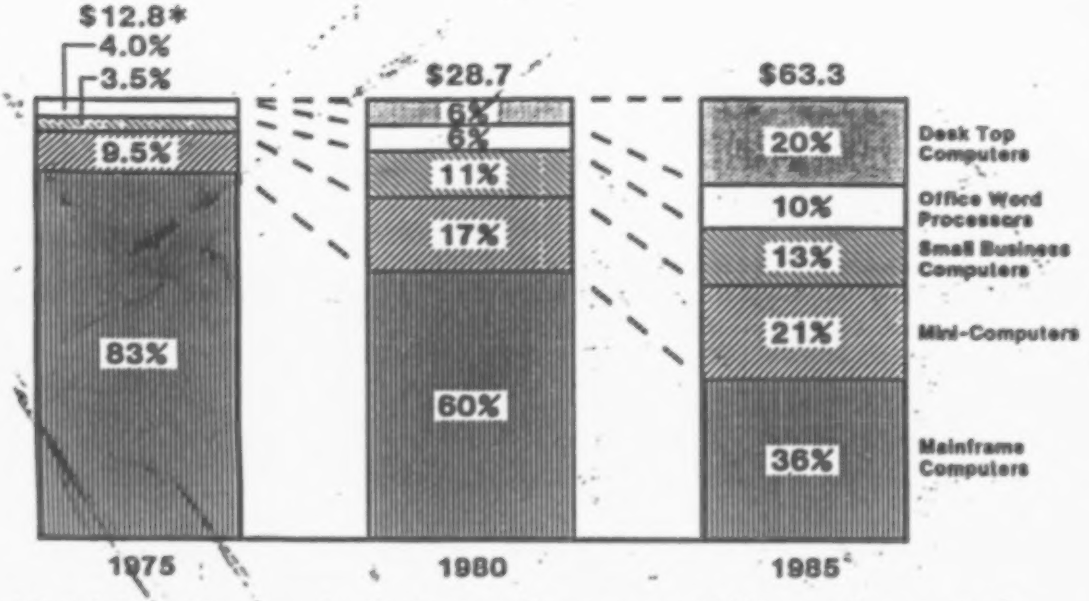
[23] Ernest Raia, "The Transformation of Basic Industry", High Technology, October 1984, p. 53.

[24] What Lies Ahead ..., op.cit., p. 46.

[25] Detroit Free Press, September 24, 1984.

[26] Quoted from Representative Timothy Wirth (D., Colorado) in an interview with a number of experts involved in computers and education in "Trying to Predict the Future", Popular Computing Special Issue - Guide to Computers in Education, Mid-October 1984, p. 32.

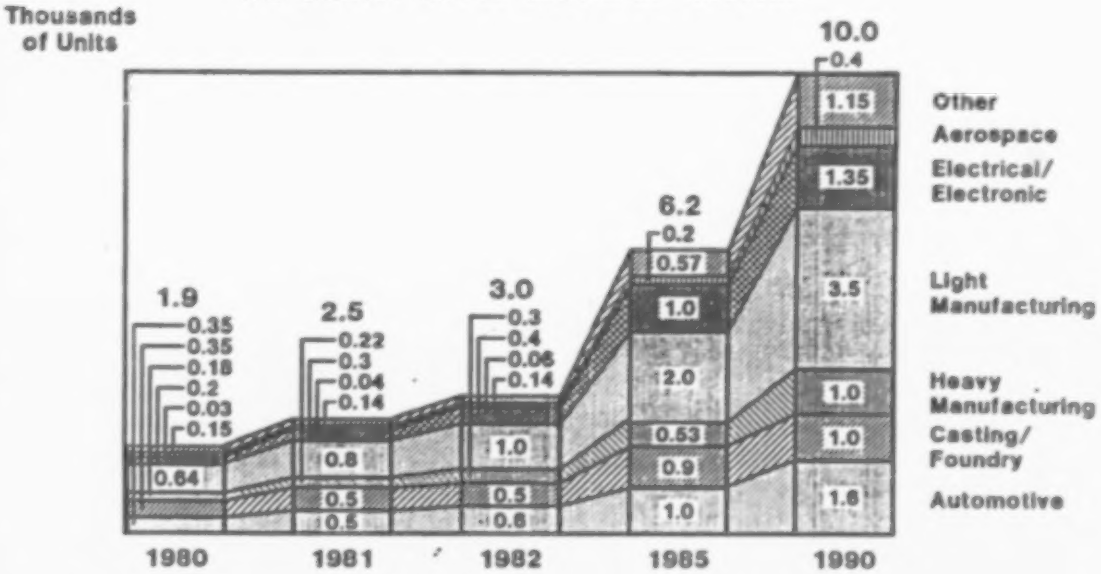
FIGURE T-1
THE INCREASING SHARE OF DESKTOP COMPUTERS
IN THE COMPUTER MARKET



*Worldwide shipments by U. S. manufacturers - billions of current $

SOURCE: United Way of America, International Data Corp. and the Washington Post

FIGURE T-2
THE GROWING USE OF ROBOTS BY INDUSTRY*

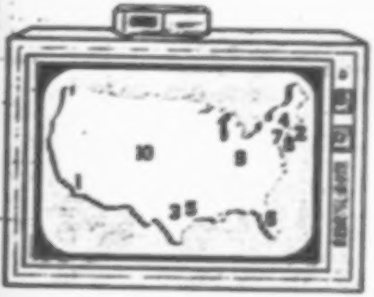


*Shipments Per Year of U. S. Produced Industrial Robots

SOURCE: United Way of America and University of Michigan

E.A. 79

FIGURE T-3
THE GROWTH IN CABLE TV



Cable barometer

- 83,775,000 TV households
- Cable passes 54.5 million homes
- Cable passes 65.1% of all TV homes
- 30.7 million basic cable subscribers
- 36.7% of TV homes have basic cable
- 18.3 million cable subscribers buy extra service
- 21.8% of TV homes buy extra service

Figures as of March 30, 1984

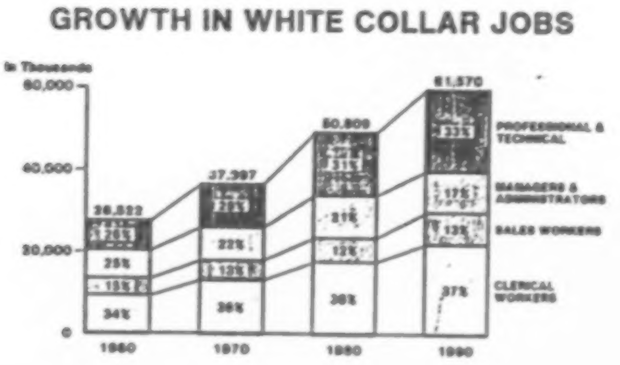
The top 10 cable television systems

Rank	Location	Operator	Basic subscribers
1.	San Diego, Calif.	Cox Cable	246,799
2.	Woodbury, Long Island	Cablevision Systems	233,000
3.	San Antonio, Tex.	Rogers Cablesystems	190,618
4.	Manhattan, N.Y.	ATC	187,900
5.	Houston, Tex.	Warner Amex Cable	184,500
6.	Florida Division	ATC	179,800
7.	East Orange, N.J.	Maclean Hunter	163,527
8.	Wayne, N.J.	UA Cablesystems	130,300
9.	Cincinnati, Ohio	Warner Amex	127,000
10.	Englewood, Colo.	United Cable	118,245
32.	Grand Rapids, Mich.	General Electric	80,685
38.	Flint, Mich.	Comcast Cable	74,500

SOURCE: Detroit Free Press, Titsch Communications, Inc., and International Communications Research

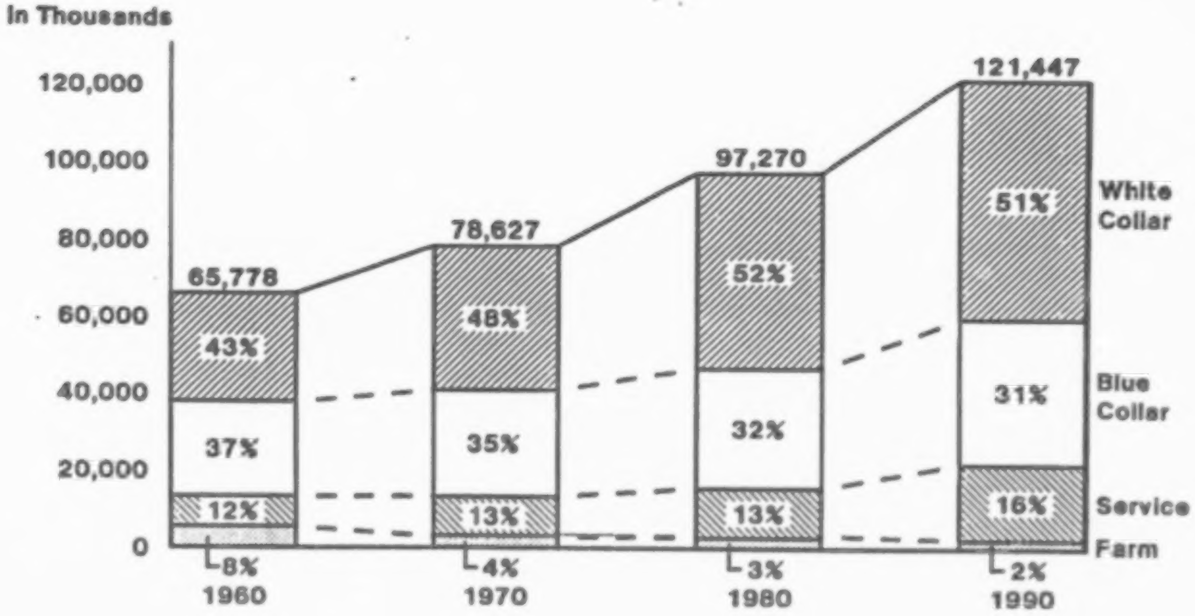
E.A. 80

FIGURE T-4
GROWTH IN WHITE COLLAR JOBS



SOURCE: United Way of America and Department of Labor, 1981; 1982

FIGURE T-5
JOB GROWTH IN MAJOR OCCUPATIONAL AREAS



SOURCE: United Way of America and Department of Labor, 1981; 1982

TABLE T-6
NEW JOB OCCUPATIONS

Occupation	Estimated Employment By 1990
Industrial robot production	800,000
Geriatric social work	700,000
Energy technicians	650,000
Industrial laser processing	600,000
Housing rehabilitation	500,000
Handling new synthetic materials	400,000
On-line emergency medical	400,000
Hazardous waste management	300,000
Genetic engineering	250,000
Bionic medical electronics	200,000
Laser, holographic, and optical-fiber maintenance	200,000

SOURCE: United Way of America, Bureau of Labor Statistics, Forecasting International, Ltd., Occupational Forecasting, Inc., 1982.

EDUCATIONAL

--SUMMARY

--EDUCATIONAL IMPLICATIONS

--CHARTS AND GRAPHS

-The national response to educational studies

-Issues emerging in education

-Identifying future trends in curriculum planning (instructional alternatives)

-Reconstructing schools for the future

-Vocational education perspective

-Improving critical thinking skills

THE NATIONAL PERSPECTIVE

More than 250 reports of the condition in the United States have given us a balanced picture of the problems facing the United States today. We can benefit from reviewing and analyzing the findings (see summary of major recommendations from the recent national studies, Figure Ed-1, page 93.)

The National Center for Education Statistics predicts the number of high school graduates in 1990 will be about 2.4 million. Based on this projection, if the decline in higher order thinking skills is not reversed by then, as many as 2 million students will graduate without the essential skills required for employment in tomorrow's technically oriented labor force.[1] Within the past two years, there has been a number of national studies recommending reform in American education. These studies, especially A Nation At Risk have had an important impact in guiding national, state, and local educational improvement efforts. A great deal of research has gone into looking at the U.S. educational system and other countries.

As we compare ourselves to other countries, we find the following:

1. The average length of the school day in the U.S. is 5 1/2 hours, whereas it ranges from 6 to 8 hours in other countries. Japanese students attend school 220 days a year, American students go to school 180 days a year. (See Figure Ed-2, page 94.)

2. In Japan, more time is spent with after school tutoring and homework than in the U.S. Thirty-six (36%) percent of Japanese high school seniors report spending more than 10 hours per week on homework contrasted with only 6% of U.S. seniors.

3. In the U.S. 52% of seniors report spending less than 5 hours per week on homework.

4. While all students study mathematics and science (at least one course) each year in the upper secondary schools in Japan, West Germany, and the U.S.S.R., the most recent data indicate 84% of the U.S. students do not take physics, 65% do not take chemistry, 62% do not take algebra 2. 48% do not take geometry, and 23% do not take biology.[2] (See Figure Ed-3, page 95.)

THE NATIONAL PERSPECTIVE (cont.)

In the United States, the teaching profession traditionally has been one way of moving from a blue-collar to a white-collar job. Usually women, immigrants, minorities or others trying to move up the social ladder were attracted to teaching. Beginning in 1970, a number of traditional patterns were upset:

1. The student population declined.
2. Teacher salaries stabilized or went down in terms of absolute purchasing power.
3. General working conditions declined and poor student discipline and control made teaching less attractive.
4. Career options for women and minorities began to open up because of equity efforts.

Just when more math and science teachers were needed, there were no incentives to stay in or enter the profession.

Traditionally, states have approached the selection and training of teachers through legislative mandates. Higher cut off scores for entry into the profession are now in vogue. Twenty-one (21) states have mandated that a competency test in basic skills areas and educational practices be instituted before a teaching certificate can be awarded. Some states are using scholarship or loan programs in the areas of mathematics and science to attract teachers. A few districts and states have moved to incentive pay or differential pay for math, science or other areas where there is a teacher shortage.[3]

THE MICHIGAN/DETROIT PERSPECTIVE

In response to the national studies, and as a means of improving education in the state, in January, 1984, the Michigan Department of Education approved implementation of Better Education for Michigan Citizens: A Blueprint for Action. The state believes that the policy must be fully implemented within the next four (4) years if Michigan is to maintain its leadership in quality education. The plan contains 15 major recommendations and more than 60 initiatives the state board will undertake to improve learning in Michigan's 3,300 public schools. Section A: Recommendations to Local and Intermediate School Districts of the state plan will suggest areas of need in education that may be considered in the Strategic Plan.[4] (See Extract on page 96.)

THE MICHIGAN/DETROIT PERSPECTIVE (cont.)

The Michigan K-12 Program Standards of Quality

The Michigan State Board of Education has produced a document called the Michigan K-12 Program Standards of Quality designed to be used on a voluntary basis by local districts and school programs to estimate a level of quality and identify areas for improvement. In addition, summary data collected at the state level can be used as an estimate of a broad level of educational quality and equality within the state of Michigan. It is hoped that the material in this resource document will be helpful to districts and schools which choose to undergo a review of their programs.

Recognizing that all people may not agree with all of the specific standards, the K-12 program standards document is available from the Department of Education in a checklist format that provides a rating scale for desirability as well as achievement. A dual judgment can be made on each of the proposed standards to determine if it is thought to be important and to what extent each standard has been achieved. A strong emphasis is placed in the document on taking steps to improve the school program.

It is the plan of the State Board of Education to encourage an evolutionary process toward the development of the Michigan K-12 Program Standards of Quality document that is supported by the research community, education practitioners, parents and the community at large. It is anticipated that the program standards will continue to be reviewed and upgraded in the future so that the document represents the best consensus in the state of what ought to constitute a reasonable level of quality in Michigan school programs.

Due to rapid changes in our society, it is obvious that the educational system must increase public understanding and awareness. There is a need to renew the confidence of educators and community in the high importance of education.

Up until now, professional educators have tended to talk more among themselves about trends and developments in the area of lifelong learning than they have to the public, but there is a growing awareness that education must take the case for greater public support and encouragement of lifelong learning directly to the people.

There will be more emphasis upon cost/benefit analyses of various types of adult learning services and upon exploring non-traditional alternatives for meeting the needs of adult learners.[5]

ENVIRONMENTAL SCANNING: EDUCATIONAL

ISSUES	POSSIBLE EDUCATIONAL IMPLICATIONS AND/OR RECOMMENDATIONS
1. Shortage of qualified math, science, and computer teachers	Develop an ongoing recruitment program that would encourage talented individuals to pursue the teaching field particularly in math and computer science. This project might be accomplished with the assistance of business and industry and nearby universities. Students should be confronted with problem situations in many forms -- for example, in a graph or chart -- and be required to use their mathematics reasoning ability to solve the problem. Vocational and technical students need a greater sophistication about mathematics for the jobs of the future, but they don't necessarily need more algebra or calculus. "For those whose formal education will end with high school," the new curriculum should include "a collection of courses based on consumer and career needs, computer literacy, and quantitative literacy."
2. More emphasis on the needs of the gifted and talented student	Develop plans to keep such options alive by offering a combination of alternative programs. Here are some ideas: °Independent study opportunities for individuals or small groups °Advanced placement classes °Interdisciplinary approaches °Flexible time periods °Opportunities to work with gifted/talented peers

ISSUES	POSSIBLE EDUCATIONAL IMPLICATIONS AND/OR RECOMMENDATIONS
2. More emphasis on the needs of the gifted and talented student (cont.)	°Using the community as a resource: -mentorships -community resource volunteers -field trips -internships with experts -use of role models °Clubs and extracurricular activities: -creative writing -chess -computer clubs -theatre
3. Emphasis must be placed on the teaching and learning of higher order thinking skills in all content areas and at all levels.	Learning activities will become more individualized and more self-directed. The analysis that follows is a classification of cognitive activities and objectives of sixty-three innovative instructional programs using higher order thinking skills. The programs were sorted according to the following taxonomy:

HIGHER ORDER COGNITIVE SKILLS TAXONOMY

°Learning to Learn Skills
  -Attending and Orienting
  -Decoding
  -Memorizing
  -Studying
°Communication Skills
  -Observing
  -Describing
  -Explaining
  -Discussing
°Synthesizing and Producing Skills
  -Inventing
  -Associating
  -Elaborating
  -Generating Implications
  -Planning
  -Solving Problems Unsing Strategies
°Skills of Judging and Inferring
  -Coding
  -Judging
  -Inferring
  -Testing

ISSUES

4. There is a strong demand for adult education and retraining services for middle-aged adults.

5. Education will need to be restructured consistent with the demands of our evolving information society.

    °The quality of education and training system will become a need and concern for all sectors of the society. Life-long retraining is expected to become the norm for many people.

POSSIBLE EDUCATIONAL IMPLICATIONS AND/OR RECOMMENDATIONS

°Classifying and Comparing Skills
  -Differentiating and Grouping
  -Classifying
  -Ordering
  -Comparing
  -Using Numbers

°Skills of Value Analysis and Decision Making
  -Valuing
  -Evaluating
  -Deciding

Expand instructional programs to meet the learning needs of adults. Such expansion should result in increasing adult support for all levels of public education.

Efforts will need to be expanded to obtain additional revenues through innovative efforts with business, industry, universities, and other community resources.

Massive staff resources will need to be allocated for staff development efforts consistent with the educational teaching and managerial changes required in an increasingly "high tech/high touch" information society.

Increased cooperative linkages must be established with the home, business, community, universities, and other institutions in collaborative efforts to educate our youth.

Teachers will need a greater general knowledge of the world they live in. Whether this is accomplished through a liberal arts curriculum, inservice training, examinations or life experiences, is not nearly as significant as teachers recognizing that this is their responsibility to acquire.

ISSUES	POSSIBLE EDUCATIONAL IMPLICATIONS AND/OR RECOMMENDATIONS
6. All day kindergarten, pre-school, and day care centers are a growing national interest. Michigan schools, which have closed 500 buildings in the last six years, are beginning to recruit toddlers and even babies into day-care and pre-school programs. Part of the reason is economic. We want parents to get used to bringing their children to public schools rather than private ones, thus increasing attendance -- and state aid -- down the line. But they also say the need for such services is growing and point to studies indicating that children who start school early have a head start in life.	Research found that children who attend all day kindergarten had greater reading ability and they were more developed in cognitive, linguistic and psychomotor skills. Crucial to the success of many programs has been the involvement of parents. Infants as young as eight weeks are being dropped off at year-round day-care centers in such public schools as Utica's in Macomb County and Livonia's in Wayne County. One of every three public schools in Michigan offers some form of early childhood education, according to a survey to be presented this week to the House Education Committee. The state does not now contribute to pre-school education. The task force will hold five public meetings in November and December to discuss legislative recommendations on 15 issues, including whether the state should contribute any money toward pre-school education to provide for two 10-week sessions for four-year-olds.
7. Elementary enrollments will begin to increase as of fall, 1985.	Additional elementary school teachers will need to be hired. School physical plants must be readied for the influx of new students.

SOURCES: Hilton Education Commission of the States, pp. 195-211.
"The Debate Over All-Day Kindergarten", The New York Times, Style, Monday, July 23, 1984.

FIGURE Ed-1

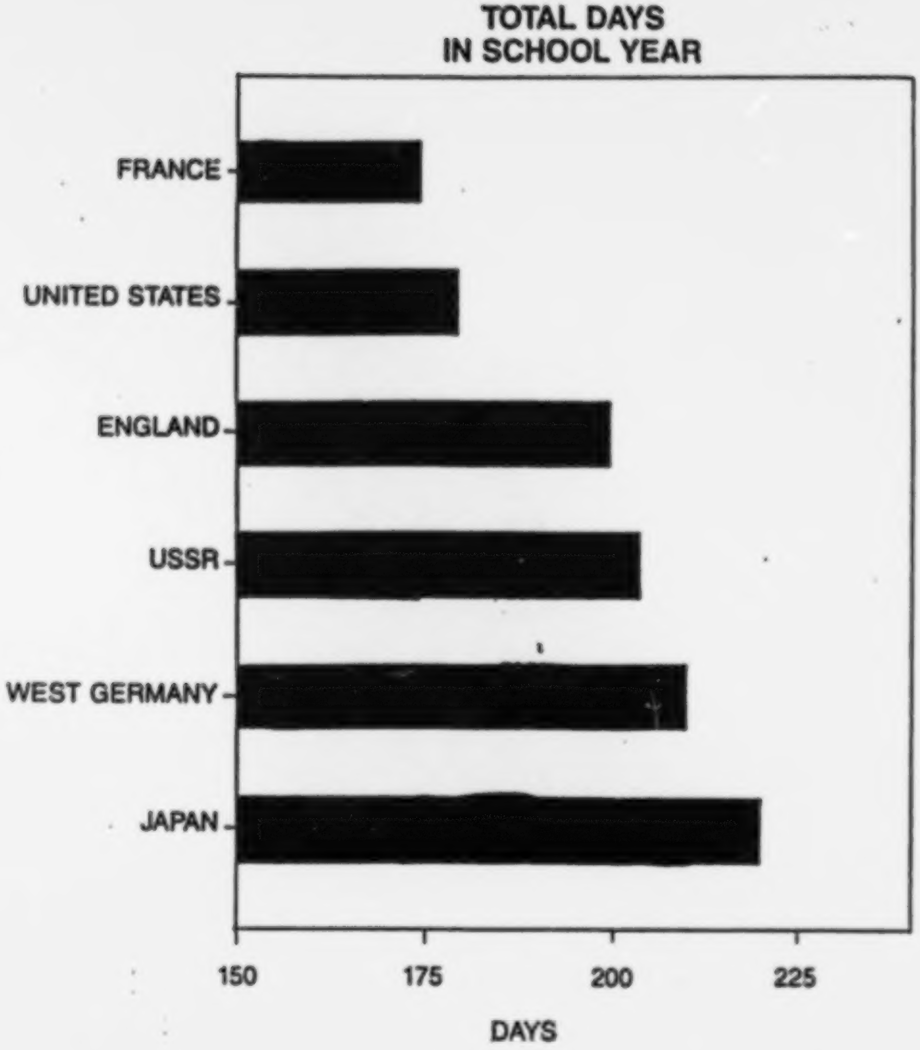
OVERVIEW OF MAJOR RECOMMENDATIONS FROM RECENT NATIONAL AND STATE [illegible]ATIONAL STUDIES

Prepared by Department of Research, Development and Coordination, Office of Instructional Improvement.
October, 1983

		MAJOR RECOMMENDATIONS														
ME OF STUDY	CHAIRPERSON & SPONSOR	CURRICULUM: GENERAL	ENGLISH	SOCIAL STUDIES	FOREIGN LANGUAGE	MATHEMATICS	SCIENCE	COMPUTERS	COMPETENCY TESTING	LEARNING TIME	HOMEWORK	TEACHERS	Partnerships	Financial Support	Federal, State & District Guidelines	Other Recommendations
Nation at isk	Gardner-U.S. Dept. of Ed.		4 yrs	3 yrs	2 yrs for college bound	3 yrs	3 yrs	½ yr	At transition in school levels	Make better use; 7 hr day; 200-220 days/yr	Assign more homework	Performance based and higher salaries; career ladders; 11 month contract		Citizens must provide support	Attendance policies, Conduct codes; Higher standards	Meet needs of gifted, disadvantaged, LEP, & handicapped;
ichigan Commis- ion on High chools	Pappas-NASSP, Michigan Dept. of Ed.		4 yrs	3 yrs	Assure range of opportunities	2 yrs, incl. 1 yr algebra; 3 yrs for college bound	2 yrs	½ yr	In English and math for promotion/graduation	Make better use; 6 periods for MS/HS; 200 days & 1000 hr/yr	Homework Policy	25% salary increase; Relieve of non-teaching duties			Adopt HS Guidelines; Establish student code, attendance policies, School Excellence Committee	
ducating mericans for he 21st Cen- ury	Coleman/ Shelby-Nat'l. Sci. Bd., Nat'l Sci. Found.					K-6: 60 min. daily 7-8: 1 yr H.S.: 3 yrs	K-3: 30 min. daily 7-8: 1 yr HS: 3 yrs	½ yr	More rigorous standards for grade promotion				Business, government, academia	More federal support	Establish National/State Councils on Education	
igh School: Report on merican econdary Ed.	Boyer-Carnegie Foundation	Common Core Curriculum	The central curriculum objective		Require a foreign language					Make better use		25% salary increase; Reduce non-teaching duties			Mandatory community service by students	Better principal preparation w/more school autonom
Celebration f Teaching: igh Schools n the 1980s	Sizer-NASSP	Cluster subjects into a few areas							Diplomas based on skill mastery			Provide incentives		Invest more in education		More ethical values learned
ction for xcellence	Hunt-Ed. Comm. of the States	Increase academic learning; Serve women & minorities better							Student progress based on tests	Increase academic learning	Homework requirements	Improve selection & training; Reward excellence	Business, labor, professions		State plans to improve K-12 education	Challenge gifted students; Handicapped programs
ducation and conomic rogress	Hunt/Hamburg-Carnegie Corp.				Develop among most talented	Improve	Improve	Ensure computer competency					Business, labor gov't.; Use best scientific minds			Talent development of minorities and women
cademic Pre- aration for ollege	Hanford-College Entrance Exam Bd.	Competency in study skills	Competency in reading, writing, speaking, listening			Competency in math reasoning		Ensure computer competency								
aking the rade	Wood-20th Century Fund	Common core components	English literacy most important		Opportunity for all students		Emphasize	Emphasize				Establish master teacher program		Federal-compensatory ed. support; Federal research	More federal emphasis on education	Programs for poor, LEP & handicapped
Study of chooling in he U.S.	Goodlad-Consortium of Founds.	Balanced Curriculum								Make better use		Head teacher for teaching units/100 pupils			States set goals	3-5 year improvement plan by each school
he Paideia roposal	Adler-MacArthur Found.	Common curriculum for all students			Choice of a foreign language					12 yrs for all students	Provide homework					
edefining General Ed. in the merican High chool	Cawelti-ASCD/ Ford & Johnson Foundations	Balanced general curriculum; Redefine course content				Increase requirements	Increase requirements		Emphasize outcome based competencies						Increase graduation requirements	3-5 year curriculum improvement plan

BEST COPY AVAILABLE

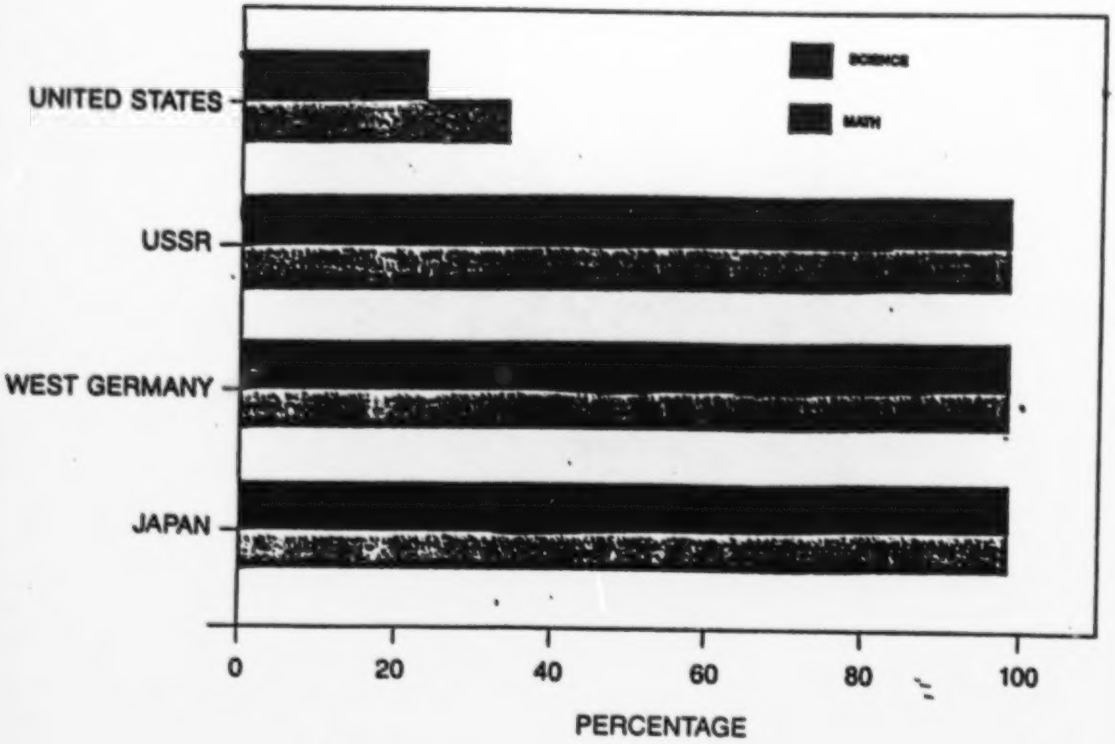
FIGURE Ed-2



Source: William B. Fetters, Jeffery A. Owings, Larry E. Suter and Ricky T. Takai, "Schooling Experiences in Japan and the U.S.: A Cross-National Comparison of High School Students," A Paper Presented at the Annual Meeting of the American Educational Research Association in Montreal, Canada, April, 1983.

FIGURE Ed-3

PERCENTAGE OF "HIGH SCHOOL" STUDENTS TAKING 3 YEARS OF SCIENCE AND MATHEMATICS



Source: National Center of Educational Statistics, High School and Beyond, Washington, D.C.: National Center for Educational Statistics (NCES 81-244), April, 1981, and A Challenge for American Pre-College Education: Scientific Literacy in Japan, China, the Germanies and the Soviet Union, edited by Margrete Klein and F. James Rutherford, New York: The MacMillan Company (in press).

EXTRACT

II. Recommendations

SECTION A.
RECOMMENDATIONS TO LOCAL AND INTERMEDIATE SCHOOL DISTRICTS

Planning for School Improvement

No matter how good the ideas for improvement, a specific, logical plan is necessary to carry out changes in a school district. Some changes can be made fairly quickly; others require detailed evaluation by many people within the school system and community, including parents, students, business, industry, labor and other groups. There should be a regular review of a district's programs to anticipate problems and any needed changes.

RECOMMENDATION 1. The State Board of Education recommends that every local school board develop a long-range (3-5 years) School Improvement Plan using, as a base, the Standards of Quality Document being developed by the State Board of Education. Students, teachers, administrators, parents and other citizens should be involved in the development of the plan. The School Improvement Plan would include processes to:

- Develop Individual Learning Plans to identify, plan, and evaluate the educational needs of each student. No two students are identical. Each deserves a tailored program. The use of Individual Learning Plans is already in practice throughout Michigan for special education and adult education pupils.
- Ensure basic student academic and career competencies and encourage the maximum use of resources to help prepare all youth for career jobs through the use of Employability Development Plans.
- Review textbooks and other instructional material periodically, provide adequate resources for purchases, and establish policies for students' use of textbooks. Too many textbooks continue to be used long after they are outdated in terms of knowledge and awareness of today's ethnic, cultural and gender contributions. Michigan law requires that students be given free textbooks, but budget problems have led some schools to prohibit pupils from taking textbooks home.
- Assist all school staff in providing instruction and in setting higher expectations for students of special populations, such as the gifted and talented, compensatory education, minority groups, bilingual and migrant, and the handicapped. High expectations are a key component of student success.
- Ensure that students in adult education programs have equal access to instructional equipment, facilities, resources, and supplies. More and more adults need and want to complete or continue their education, especially to help them find new occupations or advancement in their current jobs.
- Describe the absenteeism situation in the district and make provisions for reducing absenteeism and in-school truancy. Both the National Commission on Excellence and Michigan Commission on High Schools have recommended that local school district boards adopt attendance policies with clear incentives and sanctions to reduce time lost.
- Reduce dropouts. The State Board of Education will adopt a model policy on student absences for consideration by local district boards and develop a plan to h[illegible] districts lower the dropout rate and improve school attendance.
- Develop alternative programs for disruptive students and develop procedures to cooperate with community agencies to help reduce and prevent discipline problems.
- Use classroom management techniques to support positive learning environments, and adoption of a code of student conduct, including a process for informing and helping parents and students understand the code of conduct. Both the Michigan and National Commissions have recommended that codes be set which are fair, explicit, and are enforced consistently as one way to increase productive learning time.
- Adopt a policy on homework, including how it is assigned, monitored, made meaningful, graded, and returned to students. The policy should deal with making textbooks available to all students for homework and should provide for a learning environment at school for students to receive help and complete their homework. Sixty-nine percent of the Michigan public favored an increase in the amount of high school homework.
- Increase the quantity and effective use of instructional time available to students.
- Assess and monitor how time is allocated and used within the classroom and the school. The assessment should be based on the State Board of Education's Standards of Quality document.
- Review class size as related to current research and establish class sizes which would allow for the nature and degree of special student needs within the regular classroom (disadvantaged, bilingual, handicapped, gifted, etc.).
- Establish preprimary education programs and support the availability of programs to all 3-5 year olds.
- Review library and media facilities available to students to provide the resources to aid learning.

High School Graduation Requirements

Michigan has had a long, accepted tradition of local control over school programs and has instituted few state requirements for high school graduation. Each local district should continue to have jurisdiction over its curriculum, but it seems clear now that the time has come to ensure that every student, no matter in which district he or she lives, has an equal chance to learn the demanding skills necessary for today's and tomorrow's world. Surveys of both the Michigan public and of Michigan high school principals show strong support for several graduation requirements.

RECOMMENDATION 2. The State Board of Education recommends to local boards of education that they require all students to complete:

- Four years of communication skills, including reading, grammar, literature, writing, speaking, listening, and critical thinking. Of the Michigan public surveyed, 83 percent favored requiring four years of high school English.
- Two years of mathematics including at least one course covering algebraic concepts. In spite of recent increases in mathematics and computer-science enrollments, half of all high school graduates have taken no mathematics or science beyond the 10th grade.
- Two years of science, including both biological and physical science.
- Three years of social studies, including government, history, economics, cultural and ethnic studies, geography, law-related studies, and critical thinking.
- Two years or more in one or a combination of the following areas: (1) foreign language, (2) fine or performing arts, or (3) vocational education or practical arts.
- One year of health and/or physical education.

- One-half year of "hands-on" computer education. Although almost no computer courses are required for graduation, 28 percent of Michigan students take a course, and 86 percent of the Michigan public surveyed favored requiring a course in computer science/literacy.

RECOMMENDATION 3. The State Board of Education recommends to local school boards that students who plan to go to a four-year college or university be encouraged to study the following:

- One additional year of mathematics, making a total of three years, including algebra, geometry, advanced algebra, and trigonometry;
- One additional year of science, making a total of three years, including biology, chemistry, and physics; and
- At least two years of a foreign language.

RECOMMENDATION 4. The State Borad of Education recommends that local school boards develop alternative programs with a strong support service component (counselors, social workers, psychologists, and attendance personnel) to address the different levels of student achievement and personal development. The support service component should include career education and a process for developing employability skills.

RECOMMENDATION 5. The State Board of Education recommends that students be provided a complete list of course offerings necessary for entry into various occupations.

Performance Standards

Evaluations should be reliable indicators of a student's readiness for further study, not simply automatically stamped passports to higher levels. The grading process also should pinpoint the need for remedial work. At the beginning of schooling, parents should be informed of the performance standards that the school district has established for their children. These standards should be clearly defined so that there will be an understanding by parents, students, and teachers of the performance expectations. The Michigan Commission on High Schools' survey found that 77 percent of the schools reported having no minimum competency-testing program which students are required to pass to move to another grade or to graduate, and the Michigan public opinion survey showed 97 percent of the public favored requiring students to pass reading and mathematics tests in order to graduate.

RECOMMENDATION 6. The State Board of Education recommends that local school districts establish written student performance standards for use in parent reporting and as promotion and graduation criteria. Alternative support programs should be available for students who are unable to meet the standards.

Instructional Time

Common sense suggests, and major research clearly indicates, that the more time spent on an academic task, the higher the likelihood of success. State law now requires school districts to provide at least 180 days with 900 hours of classroom instruction, but many educators recall that 200 days of instruction was more common 20 years ago. According to the National Commission on Excellence, in other industrialized countries it is not unusual for academic high school students to spend 8 hours a day at school, 220 days per year. In the United States, by contrast, the typical school day is six hours and the school year is 180 days.

RECOMMENDATION 7. The State Board of Education recommends that every school district:

- Operate senior high schools with a class day comprised of a minimum of six classes of 50 minutes each. Forty-five percent of the Michigan public surveyed favored a seven-hour day.
- Operate middle schools and junior high schools a six-clock-hour instructional day.
- Provide a school year of 200 days, at least 190 days of which should be for instruction. Ten days should be scheduled for professional development and recordkeeping. No more than five days should be deducted without makeup time because of severe weather ("snow days"). This recommendation could be phased in over a four-year period. (The State Board will recommend that the Governor and Legislature adopt legislation to require these changes in the school year and to increase state funding of the increased length.)
- Revise staff salaries in relation to the increased number of days of the school year.

Proficiency in a Second Language

RECOMMENDATION 8. The State Board of Education recommends that every school district:

- Develop foreign language programs at the elementary level to enable students to acquire or maintain knowledge and skills in language(s) other than English, consistent with personal experiences, interests, and talents.
- Develop foreign language program goals and objectives based on communications, global understanding, and foreign language proficiency.

Salaries

RECOMMENDATION 9. The State Board of Education recommends that every school district increase teachers' salaries to attract the brightest and best individuals into the teaching profession. The average teacher salary in Michigan in 1983 was $23,965, the sixth highest in the nation, just as the average family income in Michigan was third highest in the nation. In the Michigan poll, 70 percent favored employing teachers on an 11-month basis and 56 percent favored increasing teacher pay.

Better Education for Michigan Citizens: A Blueprint for Action, Michigan State Board of Education, January 11, 1984.

ENVIRONMENTAL SCANNING: EDUCATIONAL FOOTNOTES

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[2] Educating Americans for the 21st Century, The National Science Board, Commission on Precollege Education in Mathematics, Science and Technology, pp. 17-25.

[3] Excellence Your Guide to Action Now, National School Public Relations Association, 1984, pp. 38-39.

[4] Better Education for Michigan Citizens: A Blueprint for Action, Michigan State Board of Education, January, 1984.

[5] The Future of Education, Policy, Issues and Challenges, Education in an Era of Transition, Lifelong Learning, Katheryn Crincione-Coles, Sage Publications, p. 195.

PERSONS WHO HELPED TO DEVELOP AND/OR CONTRIBUTED TO THE DETROIT PUBLIC SCHOOLS (DPS) EXTERNAL ANALYSIS

Dr. Helen Adams
Assistant to the Deputy
Superintendent, Division of
Educational Services
Detroit Public Schools

Mrs. Patty Becker
Planning Department
City of Detroit

Mrs. Lillian Boyd
Supervisor
Language Education
Detroit Public Schools

Mr. Claude Brittingham
Director
Research Development
United Community Services

Dr. L. Delf Dodge
Corporate Strategic Planning
General Motors Corporation

Dr. Donald Clark
Director
Bureau of Educational Planning
and Testing
Pennsylvania Department of
Education

Dr. Emeral Crosby
Principal
Pershing High School
Detroit Public Schools

Mrs. Mildred Ellis
Director
School Social Work Services
Detroit Public Schools

Mr. Harold Flaxman
Senior Associate Electrical
Engineer
Audiovisual Engineering
Detroit Public Schools

Mr. Herschel Fort
Assistant Superintendent
Federal, State, and Local
Legislative Affairs
Detroit Public Schools

Dr. Phillip Hawkins
Director of Planning
Michigan Department of
Education
Lansing, Michigan

Mr. Merle Henrickson
Divisional Director, Retired
Planning and Building Studies
Detroit Public Schools

Dr. Leonard Jensen
Consultant, Systematic
Studies, Wayne County
Intermediate School District

Mrs. Sharon Johnson-Lewis
Director, Evaluation and
Testing
Detroit Public Schools

Mr. Richard Levey
Assistant to the
Superintendent
Detroit Public Schools

Mr. David Littmann
Vice President and
Senior Economist
Manufacturers National Bank
Detroit, Michigan

Dr. Shirley D. McCune
Director, Policy Studies
Mid-Continent Regional Education
Laboratory (McREL)

Mr. Charles Partridge
Director
Professional Library
Detroit Public Schools

Dr. Otis Stanley
Curriclum Administrator
Area A
Detroit Public Schools

Mr. Clement Sutton
Chief Fiscal Officer
Detroit Public Schools

Dr. Dominic Thomas
Assistant Director
Language Education
Detroit Public Schools

PERSONS WHO HELPED TO DEVELOP AND/OR CONTRIBUTED TO THE DETROIT PUBLIC SCHOOLS (DPS) STRATEGIC EXTERNAL ANALYSIS (cont.)

Dr. David Verway
Director
Bureau of Business Research
Wayne State University

Dr. Allen Zondlak
Assistant Director
Research, Development, and
Coordination
Detroit Public Schools

DETROIT PUBLIC SCHOOLS
STRATEGIC PLANNING
RESOURCE DOCUMENT

INTERNAL ANALYSIS

— AN INWARD LOOK

OFFICE OF STRATEGIC PLANNING

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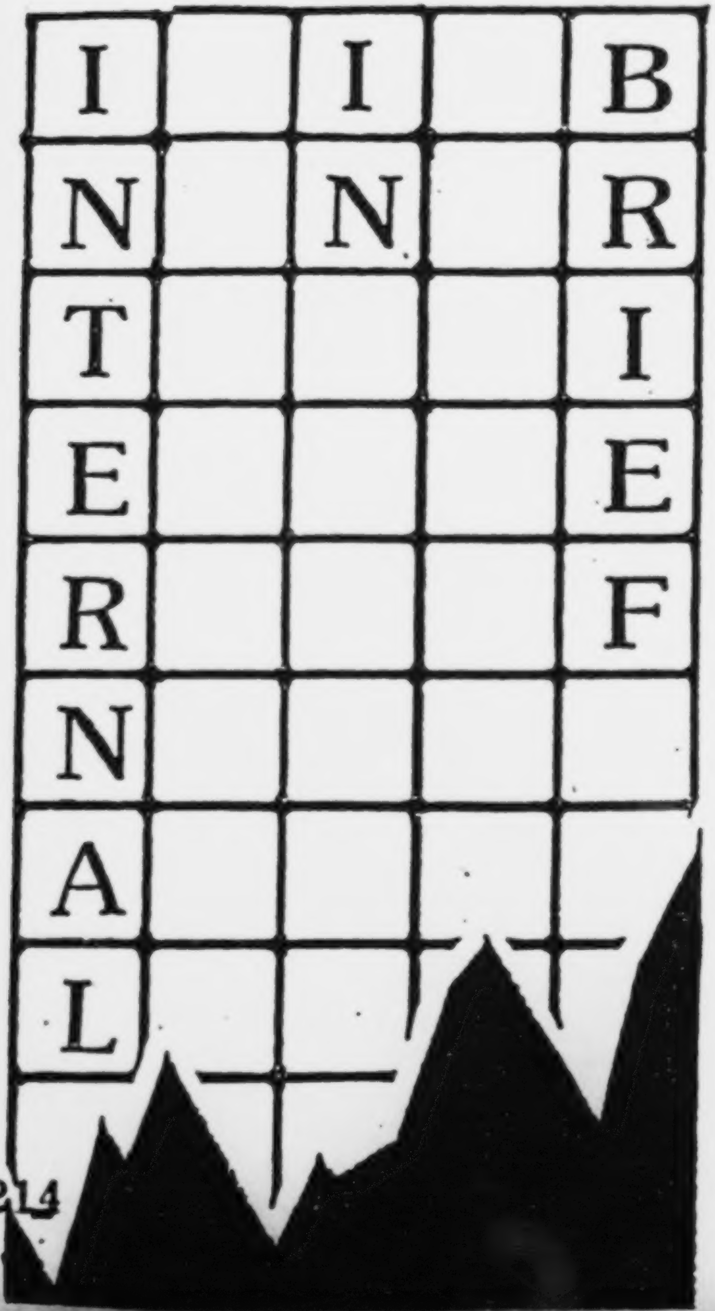


DETROIT PUBLIC SCHOOLS (DPS) STRATEGIC PLANNING
INTERNAL ANALYSIS
--An Inward Look

Executive Summary

The Internal Analysis Executive Summary is based upon information gathered from 11 major areas considered to be essential to the operation of DPS. These areas include (A) finance, (B) students, (C) pupil personnel services, (D) human resources, (E) community relations, (F) labor, legal and legislative affairs, (G) technology, (H) achievement, (I) curriculum, (J) organization and management, and (K) support services.

Where possible the data, gathered in a format covering the past five years from 1979-80 through 1983-84, were analyzed and interpreted with the intent to identify trends and extrapolate the results over the next five years, from 1984-85 through 1989-90. The purpose of this analysis is to assist DPS management in assessing the potential impact of these internal factors upon the activities and operations of the DPS.

The data and related information are found in the document titled DETROIT PUBLIC SCHOOLS STRATEGIC PLANNING DATABASE, 1984-85.

Using results from the analysis and interpretation of these internal data, critical issues for each of the 11 areas were identified.

Following the identification of the critical issues, a set of implications covering all of the 11 areas was developed.

This Internal Analysis Executive Summary includes those critical issues and implications discovered in the course of this internal analysis that cut across many and/or all of the 11 major areas of DPS.

Critical Issues

A. FINANCE

- Anticipated revenues in recent years have failed to keep up with expenditures, resulting in a large deficit.
- Local revenues, primarily from property taxes and constituting about 30% of general fund revenues, are expected to remain the same during the next five years due to a relatively stagnant state equalized valuation (SEV).
- Federal revenues, restricted for specific purposes and currently about 12% of general fund revenues, will probably be reduced due to changing priorities in the federal government.
- State revenues, primarily general membership aid and currently about 58% of general fund revenues tends to vary according to the status of Michigan's economy. They have not kept pace with rising costs in the DPS.
- Support costs have been increasing due to rising fuel and utilities costs.
- Expenditures for non-instructional support have taken an increasingly larger budget share in comparison to instructional expenditures due to rising fuel and utilities costs.
- Costs of fuel and utilities have been rapidly increasing and are expected to double during the next five years.
- Total current operating expenses per pupil are expected to increase at a rate of about 6% each year, 4% due to inflation and about 2% due to declining enrollment.
- The revenue generated at the local and state level is not sufficient to meet the current needs of DPS.
- The operational millage is a major variable in the equation deciding the amount of local and state revenues.
- DPS, the recipient of large amount of federal categorical aid in recent years, will probably lose significant amounts of federal aid due to changes in federal priorities.

Critical Issues

B. STUDENTS

- Enrollment in DPS has declined from about 295,000 students in 1965 to 196,000 students in 1983. The decline is expected to continue and reach about 146,000 by 1990.

- Between 1976 and 1983, the loss in K-5 enrollment had been 22%, for middle schools 10.5%, and for high schools 20.8%. The projected losses for the period 1984 through 1990 are K-5, 18.2%; middle schools, 26.3%; and high schools, 19.7%.

- In 1979, the racial-ethnic distribution of DPS was 79.3% black, 18% white, and 2% others. By 1983, blacks had increased to 87.4%, whites decreased to 10.4%, and others increased slightly to 2.2%. By 1990, blacks are expected to increase to 93%, white to decrease to 4.9%, and others to remain about 2.1%.

- During 1983, 48.5% of the schools had minorrity enrollments between 90 and 99%; while another 11.4% had minority enrollments of 100%. With the increasing proportion of black students, the percent of schools with large minority enrollments will continue to increase.

- The enrollment in adult education in DPS is increasing and the rate of increase is expected to accelerate during the next five years.

- The number of students in adult education in DPS had increased from 1540 F.T.E. in 1963 to 13,600 F.T.E. in 1983, an increase of about 900%; furthermore, the increase is expected to continue with adult education enrollment approaching 20,000 F.T.E. by 1990.

- Average daily attendance appeared to reach a recent peak during 1980-81, and has been declining during the past five years.

- Average daily attendance in DPS is highest in elementary, second highest in middle schools, and lowest in high schools. During the past three years, average daily attendance has been declining in pre-kindergarten, elementary and middle schools. There has been an erratic but downward trend for high schools. Attendance in special education classes shows no significant change.

- Pupil mobility in DPS is increasing and is expected to continue to increase.

- The groups with the highest number of transactions were special education students in grade 9 and students in grade 12.

Critical Issues

B. STUDENTS (cont.)

- Although the total number of expulsions may have peaked during 1982-83 and may be declining in the high schools, the number of expulsions appears to be increasing in the middle schools.

- The total number of suspensions in DPS has been increasing at all school levels, elementary, middle and high school, and the trend is expected to continue.

- The overall percent of nonpromotions in DPS during 1983-84 was 14.4%, or about one in seven students.

- The highest level of nonpromotion occurs at grades 9, 10, and 11. The lowest level occurs at grades 5, 8 and 12, the exit grade for each school level (elementary, middle or high).

- Although the percent of students dropping out of schools appears to be declining, the number of dropouts is very high.

- The percent of dropouts in DPS is highest for whites, second for hispanics, third for blacks, fourth for American Indians, and fifth for Asians.

- The high schools with the highest percent of dropouts are Western, Finney, and Denby; whereas, those high schools with the lowest percent dropouts are Cass, Renaissance and Pershing.

- The number of expulsion cases recommended for central review appears to be increasing. However, the percent of cases resulting in actual expulsion are decreasing. This results in an increase in the percent of cases where adjustments to suspensions or cancellation without penalty is occurring or the cases are pending.

- Undesirable incidents in DPS consists of reports by security personnel using Form 63, reports of theft and damage and reports by police. These reports provide information about assaults on students and staff, larceny, breaking and entering, malicious destruction of property, criminal sexual conduct, arson, fights, extortion, seizure of weapons, etc. Since only data for 1983-84 are reported, no trends are indicated.

Critical Issues

C. PUPIL PERSONNEL SERVICES

- An increased need for attendance services exist.
- The demand for effective counseling services continues to exist.
- Minimal school social worker service is provided for most tasks and responsibilities.
- An increased need for psychological and social work services exists.
- Federal and state regulations restrict what can be done in work adjustment programs.

D. HUMAN RESOURCES

- Although the long-term needs and availability of instructional and administrative staff have been determined, decisions still need to be made regarding replacement, recruitment, hiring, promotion, release, and staff development.
- The administrative and teaching staff is aging.
- There is a shortage of mathematics and science teachers, especially at the high school level.
- Affirmative action to provide sex equity and racial ethnic balance will continue to be a major issue.
- A rapidly changing world will require continual improvements and change of staff members' skills.
- An objective-based evaluation system has not been implemented.
- Staff morale is low throughout the district.
- Staff absenteeism is high.

Critical Issues

E. COMMUNITY RELATIONS

- A systematic method of communication between DPS and its ever-expanding external publics, which promotes active involvement of those publics in school-related programs, is lacking.
- Parent and community involvement has remained relatively constant.
- The relationship of parents with high schools is less satisfactory than with elementary and middle schools.
- Most parents appear to know very little about the vocational technical centers.
- The image of DPS with its various publics is a problem.
- Although linkages with colleges, universities, businesses and industries have increased, many more opportunities exist which are not yet utilized.
- Community education programs for all segments of the population have not been fully developed.

F. LABOR, LEGAL, AND LEGISLATIVE AFFAIRS

- Federal support for public education over the next several years will likely remain constant in absolute dollars, but decline in proportion to state and local support.
- There is a lack of clarity regarding the nature and impact of litigation upon the DPS educational activities and expenditures.
- Most DPS employees need to understand governmental immunity from liability for wrongful acts or omissions committed in the exercise of a governmental function.
- Equal employment opportunities need to be improved.
- The relationship of DPS with its employees needs to be improved.
- The number of cases under litigation and the dollars awarded have increased over the past three years with assaults and injuries caused from building defects accounting for the largest settlements.
- The collective bargaining agreements limit the ability of administrators to manage well.

Critical Issues

G. TECHNOLOGY

- There is an unequal and uneven distribution and utilization of technology in the instructional and administrative/managerial areas.
- Adequate financial support for technology is lacking.
- There is duplication of tasks in the utilization of technology.
- Current efforts are proceeding to improve the utilization of technology.

H. ACHIEVEMENT

- DPS uses a variety of norm-referenced and criterion-referenced tests to measure and evaluate student performance at all grade levels.
- Student performance on tests increased during 1980-81 through 1982-83, peaked during 1982-83, and dropped slightly during 1983-84. The 1984 MEAP test results showed some increase over the previous year.
- The percent of graduates with endorsed diplomas shows an irregular pattern with the current trend downward.
- College entrance is affected by high school grades and the SAT and ACT scores.
- Compensatory education programs are affected by the level of federal funding.

Critical Issues

I. CURRICULUM

- The curriculum has not kept pace with the existing and changing needs of students.
- There is a need to improve the teaching of higher order thinking skills.
- Day care, pre-school, and kindergarten programs are supported only by categorical funds.
- The vocational technical programs must be updated continuously.
- Middle school students lack library and media services.
- There is a lack of the utilization of technology throughout the curriculum.
- A disparity exists in the access by students to computer technology.
- Changing needs require continuous professional growth and development of all staff.
- Multiple adoptions for some textbooks still exist.
- A significant number of parents have been unable to secure admission for their children in existing alternative education programs.

J. ORGANIZATION AND MANAGEMENT

- A systematic approach to supervision is needed throughout DPS.
- The School Improvement Planning Program and the High School Improvement Project require support from the central administration.
- Top management lacks a comprehensive database for management decisions.
- Frequently scheduled meetings hinder organizational productivity.
- There is a lack of coordinated planning efforts.
- Lines of authority are not clear within the administrative structure.

Critical Issues

K. SUPPORT SERVICES

- The operation and maintenance of school facilities need to be improved.
- The $40 million Bond Renovation Program is insufficient for current needs.
- The procedures for the disposition or re-use of closed buildings are time consuming.
- The bus fleet is aging and costly.
- Untapped opportunities for the expansion of food services exist beyond K-12.
- Significant areas within support services can be computerized.

Implications

What actions should DPS consider in order to respond to the critical issues?

- Balance revenues and expenditures.
- Increase state and local revenues by increasing the operational millage rate.
- Phase out special projects when federal funding diminishes.
- Reduce staff in accordance with the declining enrollment.
- Close facilities or take other appropriate actions as enrollment declines.
- Monitor population trends to adjust for differences in enrollment declines.
- Maintain appropriate sex and racial ethnic distribution required by equal employment opportunities and related statutes as enrollment declines.
- Increase support personnel such as counselors, social workers, etc.
- Provide staff, facilities and programs to meet the needs of an increasing and changing adult education population.
- Determine the causes and reduce the decline in average daily attendance that has been occurring during the past three years.
- Address the increase in student mobility and take appropriate action to keep educational interruptions to a minimum.
- Improve the safety and security of students and staff at all school facilities.
- Keep nonpromotions to a minimum by providing appropriate educational opportunities for students.
- Reduce the number of student dropouts particularly in the high schools.
- Operate state and federally funded programs within the guidelines.
- Update curriculum continuously to meet the needs of students in a changing world.
- Assess changes and provide accordingly for staff development, staff recruitment, hiring, promotion and release of employees.
- Take appropriate actions to accommodate an aging staff.
- Procure the needed competent mathematics and science teachers in spite of stiff competition from industry, government, universities, etc.

Implications

What actions should DPS consider in order to respond to the critical issues?

- Provide an objective-based performance evaluation system for all staff.
- Respond positively to the problem of low staff morale.
- Develop a climate that is conducive to work. Combat excessive absenteeism
- Communicate effectively with all publics.
- Improve the image of DPS with all publics.
- Develop and/or improve linkages with colleges, universities, business and industry.
- Develop community education programs for all segments of society.
- Develop a systematic approach to problems involving litigation.
- Investigate and inform staff on problems involving immunity.
- Maintain appropriate relations with employee labor organizations.
- Upgrade and fully utilize technology equitably throughout the DPS.
- Provide adequate funds for technology.
- Eliminate the duplication of efforts related to technology.
- Develop policies covering the administrative and instructional uses of modern technologies.
- Finalize and implement the three-year computer technology plan.
- Review tests used to measure and evaluate student achievement to assure that the validity, reliability, and utility of these tests are appropriate for the needs of the students.
- Determine the recent decline in some test scores and take appropriate action.
- Develop and/or implement educational strategies that will improve student achievement.
- Conduct staff development, where needed, to assure appropriate use of tests.
- Provide an instructional program to enable students to develop higher order thinking skills.
- Provide programs, services, and resources for all types of students.
- Utilize technology, where appropriate, in all aspects of the curriculum.
- Promote growth and development of all staff.

Implications

What actions should DPS consider in order to respond to the critical issues?

- Prepare a schedule of ongoing events and activities and distribute to appropriate personnel.
- Develop a database using a systematic process of collecting, organizing, assessing, and synthesizing past, present and future information including storage and retrieval.
- Provide planners with needed information for decision making.
- Provide appropriate support services for all ongoing programs.
- Provide for the improvement of supervision.
- Reduce costs in all segments of DPS, where possible.
- Develop an efficient system of maintenance and operation of all DPS facilities.
- Implement and complete all outstanding renovations.
- Procure appropriate funding for needed renovation.
- Develop systems to minimize vandalism.
- Arrange for the timely disposition or re-sue of closed buildings.
- Upgrade buildings and sites.

DETROIT PUBLIC SCHOOLS
STRATEGIC PLANNING
RESOURCE DOCUMENT

DATABASE, 1984-85

— THE FACTS AND FIGURES

OFFICE OF STRATEGIC PLANNING

February 14-16, 1985 (Rev.)

DETROIT PUBLIC SCHOOLS STRATEGIC PLANNING DATABASE, 1984-85

TABLE OF CONTENTS

INTRODUCTION

PART I ECONOMICS

- SECTION A FINANCE
  - FINANCIAL MANAGEMENT
  - MILLAGE
  - SPECIAL PROJECTS FUNDING

PART II SOCIAL

- SECTION B STUDENTS
  - ENROLLMENT--GRADES K-12
  - ENROLLMENT--RACIAL ETHNIC DISTRIBUTION
  - ENROLLMENT--SPECIAL EDUCATION
  - ENROLLMENT--ALTERNATIVE SCHOOLS
  - ENROLLMENT--ADULT EDUCATION
  - PUPIL MOBILITY
  - ATTENDANCE
  - NONPROMOTIONS

- SECTION B STUDENTS (cont.)
    - EXCLUSIONS, SUSPENSIONS, EXPULSIONS
    - DROPOUTS
    - UNDESIRABLE INCIDENTS
- SECTION C PUPIL PERSONNEL SERVICES
    - ATTENDANCE
    - GUIDANCE AND COUNSELING
    - SOCIAL WORK SERVICES
    - PSYCHOLOGICAL SERVICES
    - WORK ADJUSTMENT PROGRAMS
- SECTION D HUMAN RESOURCES
    - STAFFING
    - STAFF DEVELOPMENT
    - STAFF MORALE
    - STAFF ABSENTEEISM

PART III POLITICAL

- SECTION E COMMUNITY RELATIONS
    - SCHOOL COMMUNITY RELATIONS STAFF
    - PARENT SCHOOL RELATIONS
    - COLLEGES AND UNIVERSITY RELATIONS

SECTION E COMMUNITY RELATIONS (cont.)
  BUSINESS AND INDUSTRY RELATIONS
  MEDIA RELATIONS
SECTION F LABOR, LEGAL, AND LEGISLATIVE AFFAIRS
  LABOR AFFAIRS
  LEGAL AFFAIRS
  LEGISLATIVE AFFAIRS
  EQUAL EMPLOYMENT OPPORTUNITIES
PART IV TECHNOLOGICAL
SECTION G TECHNOLOGY
  CURRENT PROBLEMS
  CURRENT EFFORTS
PART V EDUCATIONAL
SECTION H ACHIEVEMENT
  MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM (MEAP)
  CALIFORNIA ACHIEVEMENT TESTS (CAT)
  ASSESSMENT OF BASIC CURRICULUM SKILLS (ABCS) TEST
  NINTH GRADE COMMUNICATIONS SKILLS TEST
  DETROIT HIGH SCHOOL PROFICIENCY EXAMINATION (DHSPE)
  EXTERNAL TESTS
  SCHOLARSHIPS

SECTION I CURRICULUM
  - ELEMENTARY
  - MIDDLE
  - HIGH
  - SPECIAL EDUCATION
  - ALTERNATIVE EDUCATION
  - CURRICULUM REVIEWS
  - ART
  - LANGUAGE EDUCATION
  - MATHEMATICS AND SCIENCE EDUCATION
  - SOCIAL STUDIES
  - VOCATIONAL EDUCATION
  - SCHOOL LIBRARIES
  - EARLY CHILDHOOD EDUCATION

SECTION J ORGANIZATION AND MANAGEMENT
  - BOARD OF EDUCATION
  - ADMINISTRATIVE ORGANIZATION (TABLES OF ORGANIZATION)
  - PLANNING
  - SUPERVISION AND MONITORING
  - MAJOR MANAGEMENT ISSUES

SECTION K SUPPORT SERVICES

- BUILDING NEEDS BASED ON DEMOGRAPHIC INFORMATION
- BUILDING PROGRAMS
- SCHOOL CLOSINGS
- MAINTENANCE
- ENERGY CONSERVATION
- ADMINISTRATIVE SERVICES
    - STUDENT TRANSPORTATION
    - FOOD SERVICE
    - PURCHASING
    - PUBLICATIONS
    - MATERIALS AND SUPPLIES
    - EQUIPMENT
    - WAREHOUSE AND DISTRIBUTION
- SECURITY

INTRODUCTION

The DETROIT PUBLIC SCHOOLS STRATEGIC PLANNING DATABASE, 1984-85, was prepared to provide the information necessary to make the strategic planning decisions. Data and information were gathered for 11 areas within DPS:

A. Finance
B. Students
C. Pupil Personnel Services
D. Human Resources
E. Community Relations
F. Labor, Legal, and Legislative Affairs
G. Technology
H. Achievement
I. Curriculum
J. Organization and Management
K. Support

The data and information were analyzed, summarized and reported in descriptive statements, figures and/or tables. In certain cases, five-year projections were made. Finally, the issues and implications related to the DPS Strategic Plan were identified for each area. The data and information presented in the database provide the basis for the DETROIT PUBLIC SCHOOLS STRATEGIC PLANNING INTERNAL ANALYSIS.

PART I ECONOMIC

SECTION A FINANCE

TABLE OF CONTENTS

PART I ECONOMIC

SECTION A FINANCE 3

FINANCIAL MANAGEMENT

84-A-1 ANTICIPATED REVENUES, EXPENDITURES AND CUMULATIVE DEFICIT.......... 12
1985-89

84-A-2 TOTAL REVENUES, BY FUND.......... 14
1979-89

84-A-3 GENERAL FUND REVENUES 18
BY SOURCE
1979-89

84-A-4 TOTAL EXPENDITURES, BY FUND 22
1979-89

84-A-5 TOTAL GENERAL FUND EXPENDITURES 26
INSTRUCTIONAL AND SUPPORT IN DOLLARS
1979-89

84-A-6 TOTAL GENERAL FUND EXPENDITURES 30
INSTRUCTIONAL AND SUPPORT IN PERCENT
1979-89

84-A-7 EXPENDITURES FOR SELECTED EMPLOYEE BENEFITS 32
1979-89

84-A-8 EXPENDITURES FOR FUEL AND UTILITIES.......... 36
1974-89

84-A-9 TOTAL OPERATING EXPENDITURES PER PUPIL 1979-89 40

84-A-10 TOTAL OPERATING EXPENDITURES PER PUPIL EXCLUDING CATEGORICAL FUNDS 1979-89 42

MILLAGE

84-A-11 TOTAL STATE EQUALIZED VALUATION (SEV) FOR DPS 1979-89 46

84-A-12 SEV PER PUPIL 1979-89 48

84-A-13 OPERATIONAL MILLAGE TAX RATE 1972-89 50

84-A-14 MILLAGE ELECTIONS 1973-84 52

84-A-15 NEW MILLAGE ELECTIONS PERCENT YES VOTES AND PERCENT VOTING 1973-81 54

SPECIAL PROJECTS FUNDING

84-A-16 BOARD AND SPECIAL PROJECTS EXPENDITURES COMPARISON, BY FIVE-YEAR PERIODS 1969-89 58

84-A-17 SPECIAL PROJECTS FUNDING 1979-89 59

84-A-18 SPECIAL PROJECTS FUNDING 60
BY MAJOR CATEGORICAL PROGRAMS
1979-89

84-A-19 SPECIAL PROJECTS EXPENDITURES.. 61
BY GRADE LEVEL SERVED IN PERCENT
1983-84

84-A-20 SPECIAL PROJECTS EXPENDITURES 62
BY TYPE OF SERVICES IN PERCENT
1983-84

84-A-21 SPECIAL PROJECTS EXPENDITURES.. 63
BY PERSONNEL CATEGORY IN PERCENT
1983-84

84-A-22 DESEGREGATION COURT ORDER 64
FUNDING FOR EDUCATIONAL COMPONENTS
1981-88

SECTION A FINANCE

SECTION A FINANCE

The general economic climate in the United States during the past 20 years has created an ever increasing financial problem for public education. The end of the baby boom which occurred about 1964 has completed more than one full cycle. After experiencing an increasing number of students for about 22 years from about 1952 to 1972, the economics of decline has dominated the local educational scene and its financial impact upon public schools has been devastating.

Superimposed upon the economics of declining enrollment, the Detroit area has suffered a major economic setback from which it has not recovered and its recovery may be delayed for a long time. Operating a public school system as large as the Detroit Public Schools (DPS) in such a socio-economic milieu is extremely challenging. Financial management of the DPS now rates as a critical issue that the public and school personnel must resolve if this school system is to survive to accomplish its mission of educating Detroit's youth for tomorrow's high tech/high touch world.

Financial Management

The actual revenues of the DPS in recent years have been less than the anticipated revenues with the shortfall creating a deficit because expenditures have exceeded revenues. These shortfalls in revenues have been accentuated by the economic conditions in Detroit and Michigan.

A new four mill operating levy approved by voters in November, 1984 will eliminate the current deficit and future revenue shortfalls through 1989 assuming all other existing operating millage levies are continued.

The major sources of revenue for the DPS come from state aid, local property taxes, and federal aid. During 1983-84, state sources represented 58% of general fund revenues, local sources 30% and federal 12%. Since 1980-81, the percent of general fund revenues coming from local sources has been declining, dropping from 35% in 1980-81 to 30% in 1983-84. During this same period the percent of general fund revenues from the state have been increasing, from 50% in 1980-81 to 58% in 1983-84 with federal funds decreasing from 15% in 1980-81 to 12% in 1983-84

SECTION A FINANCE

The decline in general fund revenues from the federal government has and will continue to impact school district programs funded from this source. These revenue cuts have resulted in extensive budget realignment to accommodate resulting program reduction and staff displacement.

Increases in state aid have not kept pace with the rising cost of doing business in the school system. State aid funding has been adversely affected by poor economic conditions in Michigan in recent years. Since approximately 60% of the school system's revenue is from state aid, DPS is disproportionately affected by cutbacks in school aid funding. This situation is expected to continue into the future with uneven fluctuation year-to-year in school aid tied directly to Michigan's economy.

Local property tax revenue is determined by voter approved operating millage. In recent years, Detroit voters have been very supportive of millage renewals and modest millage increases. It is essential that the school system at least maintain and continue current millage levels in the future to provide a degree of stability to financial operations.

Expenditures of the DPS are categorized by three funds: general, building and site, and debt retirement. General fund expenditures constitute about 88% of total expenditures; whereas, the building and site fund constitutes about 7% and debt retirement about 5%. General fund expenditures peaked during 1981-82 at about $598 million, dropping to about $577 million in 1982-83 following extensive cost reduction procedures. If current trends continue, total expenditures will probably approach $750 million by 1989.

General fund revenues and expenditures are categorized as instructional and support. During the past five years, instructional costs constituted about 60% and support costs about 40% of the expenditures. Support costs are increasing at a considerably higher rate than instructional costs, suggesting that by 1989, instructional costs will drop to 55% and support costs increased to 45% of general fund expenditures.

The costs of employee benefits especially medical insurance programs are rapidly increasing. These costs for the DPS more than doubled during the past five years increasing from about $15.6 million to $36.1 million between 1978-79 and 1983-84. If this trend continues, these costs will probably be in the range of $60 to $80 million by 1989.

Fuel and utility costs have been increasing rapidly since 1973, the year of the oil boycott. During 1973-74, utility and fuel costs for DPS were about $6.5 million increasing to $24.4 million by 1983-84. If this trend cxontinues, fuel and utility costs will probably exceed $48 million by 1989.

Total current operating expenditures per pupil have increased from about $2,116 in 1979 to about $2,869 during 1983-84. During 1978-79 through 1980-81, the increase each year averaged about $241; however, since 1981-82 the increase each year has averaged only $90 actually declining during 1982-83 probably due to the loss in federal funds. Total current operating expenses per pupil are affected by two factors - directly by operating expenditures and inversely by student membership. Current trends suggest that these expenditures per pupil will increase at a rate of about 6% per year, of which 4% will be due to inflation combined with a 2% per year decline in membership. By 1989 total current operating expenditures, including categoricals, are expected to reach about $3,840 compared to $2,869 in 1983-84. When categorical funds are not included, total current operating expenditues per pupil could be about $3,390 in 1988-89, compared to the 1983-84 value of $2,588 an expected increase of about $500 per pupil.

Millage

Although the total tax rate for the citizens of Detroit is among the highest in the nation, with the property tax portion reaching 82.3 mills in 1984-85, the public has been very supportive of the financial needs of the Detroit Public Schools, having passed the requested levy in 8 out of 9 elections since 1977. Four of the elections were for new millages, four were renewal millages, and one was for bonds. The levy that failed in the August, 1980 election was later passed during the 1980 November election. Most recently, voters approved a 4 mill property tax increase in November, 1984.

The operational millage generates revenues for DPS in two ways:

1. when the operational millage is multiplied by the state equalized valuation (SEV) the product is equal to the local property taxes that can be used for operation; and
2. the operational millage becomes a significant factor in basic state aid since the gross membership allowance is largely based upon the local operational millage.

SECTION A FINANCE

The current operational millage of the DPS is 35.9 mills; however, 0.64 mills are allocated to the Detroit Public Library leaving a net operatiinal millage of 35.26. Prior to the current year, the amount of revenue generated at the local and state level was not sufficient to meet the financial needs of the DPS. The successful election that took place on November 6, 1984, for 4 mills of operational taxes will provide the amount needed to meet and correct the current and anticipated financial deficits.

Since the SEV for the DPS is not expected to change significantly during the next five years, the revenue from local property taxes will increase only if the operational millage increases.

With the 4 mill operations tax levy approved in November, 1984, the total operational levy is now 35.9 mills. With the increased millage, the gross membership allowance (GMA) is $2,625.60. Each additional mill of property taxes increased the GMA by $64 for the 1984-85 school year. Thus, DPS will have $256 more revenue for each full-time equated student counted in membership, with the $256 coming from a combination of local and state revenues.

Special Projects

For the fiscal year 1983-84, the special projects expenditures were more than $73 million. The largest expenditures went for the improvement of achievement, about 71%, guidance and counseling, 11%, followed by administration and supervision. Furthermore, about 54% of these funds were spent at the elementary level, some 20% for middle schools, and 14% for high schools.

Funding for special projects enjoyed a major increase during 1964-65 with the passage of ESEA. These funds continued to increase from about $3.78 million in 1964-65 to more than $95 million in 1980-81. With the advent of the Reagan administration, these funds began to drop with the estimated amount for 1983-84 set at $70 million.

SECTION A FINANCE

According to estimates by DPS personnel, federal revenues by 1990 are expected to range from $40 million to $60 million dollars per year, the difference largely associated with the degree of conservatism and priorities of Congress.

SECTION A FINANCE

Issues	Implications
1. Historically, the revenues of the DPS have not been adequate to keep up with the expenditures resulting in current deficits of at least 48.8 million. The 1983-84 sources of general fund revenues for DPS were 30% local, 58% state, and 12% federal with total general fund revenues of about $595.6 million. In addition to the current deficit, DPS has other outstanding financial obligations and debts of about $45 million as well as a chronic year-to-year revenue shortfall.	The State will not permit a local district to continuously operate with a deficit. DPS will have to use new revenues from the recent increase in local property taxes or reduce expenditures by restructuring, cost cutting, etc. to balance with expenditures
2. The State Equalized Valuation of the DPS is not expected to change to any significant degree during the next five years and is expected to remain at about $5.227 billion. This reasonably constant value is brought about by new construction with tax abatements balancing the loss of property values due to depreciation and demolition.	Local property taxes for the DPS will remain roughly the same for the next five years, assuming a constant millage rate. With the expected increase in costs due to inflation, these flate local revenues will pose further financial problems for DPS. Since general state aid adjusts for SEV per pupil, state aid per pupil will partially compensate for the flat local revenues.

Issues	Implications
3. The K-12 membership of the DPS is expected to decline at a rate of about 2.8 per year during the next five years dropping from about 196,000 in 1982-83 to some 165,000 by 1988-89, an overall loss of about 31,000 students and an average annual loss of more than 5,000 students. Each full time student represents one gross membership allowance (GMA). During 1984-85 at the current operating millage rate of 35.90, the DPS GMA exceeds 2,625. The general revenue increase for DPS from the state will be reduced by some $13.1 million each year for each 5,000 students lost. The total compounded state aid loss over the next five years could approach $200 million.	Detroit Public Schools will need to implement significant cost management procedures to accommodate for these losses. Losses of this magnitude may require major change in school operations.
4. The operational millage for the DPS serves two purposes. It is used in the general state aid allowance, and secondly when the operational millage rate is multiplied by the SEV, the product is the local revenues from property taxes.	Because of the extremely high total taxes within the city of Detroit, the DPS face a difficult task passing new millages. All significant alternatives to property taxes need to be explored as potential sources of revenues.

Issues	Implications
Total taxes in Detroit including federal, state and local income taxes, social security, etc., are among the highest in the nation. In 1984-85, total property taxes for DPS were 40.40 mills of which 8.65 was county allocated, 27.25 extra voted and 4.5 debt retirement. However, the total property tax rate for the city of Detroit in 1984-85 is 82.3 mills, consisting of 32.6 city, 40.4 school, and 9.29 county.	
5. Special projects which enables DPS to offer programs to students with special needs tend to be funded with federal money. With the decline in federal funds from about $95 million in 1980-81 to about $70 million in 1983-84 and with the possibility of dropping to between $40 million and $60 million in 1989-90, the financial impact on these projects could be significant.	DPS will be required to further restructure many of its special projects because of the continued loss in federal funds. The needs of students requiring special programs will not be met accentuating the educational problems faced by DPS.

FINANCIAL MANAGEMENT

FIGURE 84-A-1
ESTIMATED BUDGET
1985-89

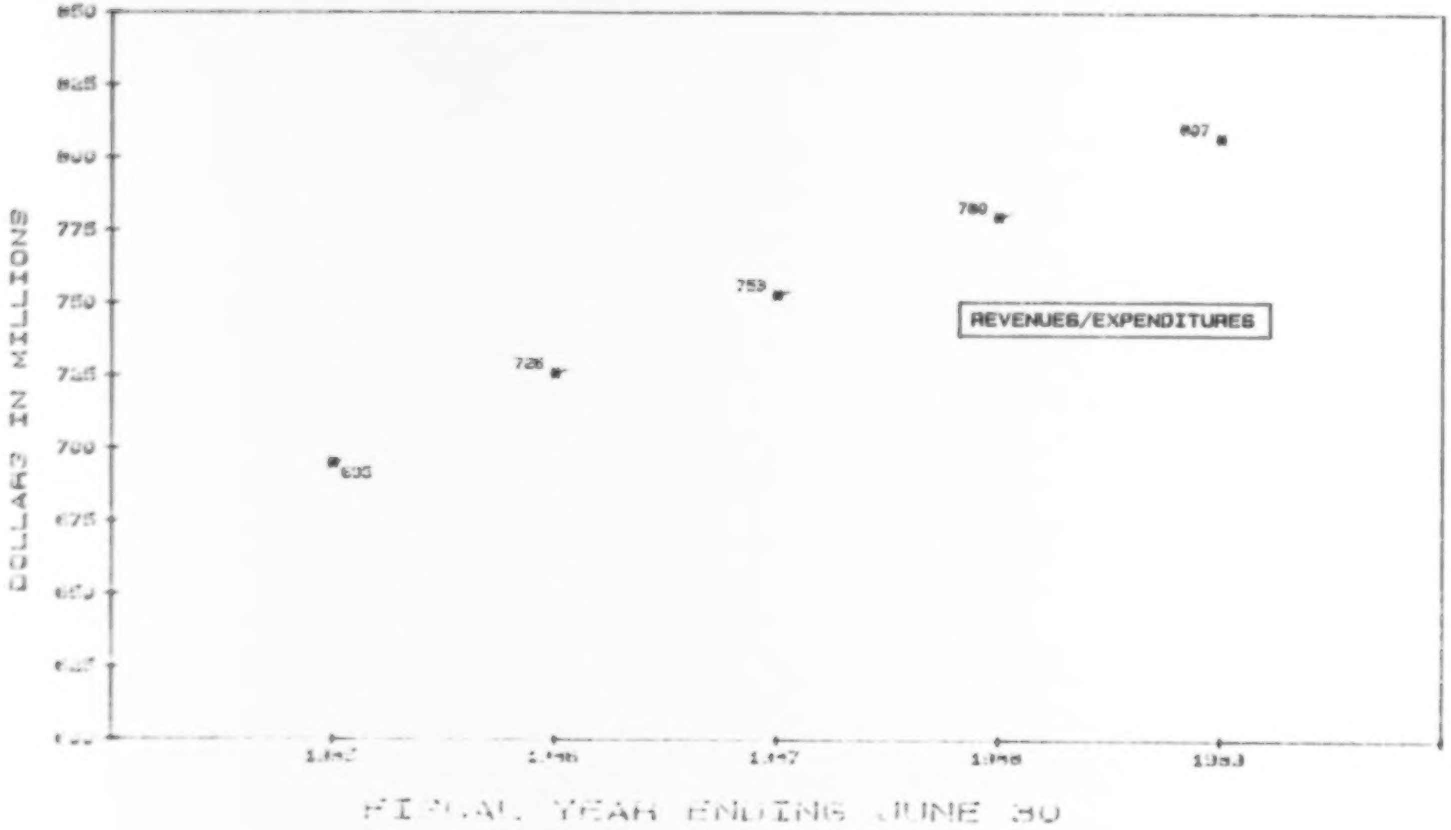


FIGURE 84-A-1
ESTIMATED BUDGET
1985-89

COMMENTS/OBSERVATIONS

- The estimated budgets for the 1984-85 through 1988-89 school years are balanced. Revenues and expenditures are increasing at a rate of about 4% per year. This projection is based upon eliminating the outstanding deficit which stood at $48.8 million as of June 30, 1984 and paying off the other financial obligations and debts of the school system. The projection also assumes funding of various Board approved millage improvements from the 4 mill property tax increase.

IMPLICATIONS

The recent passage of the 4 mill property tax increase will allow DPS to cease deficit financing and pay off all of its outstanding financial obligations and debts as well as implement needed program improvements. Spending cuts of the magnitude necessary to eliminate the deficit would have had a devastating impact upon all instructional and support operations for the school system. The additional revenues available from the 4 mills will provide more adequate and stable revenues for DPS over the next five years.

SOURCE

Office of Finance Estimated Budget (In Millions) Fiscal Year, Revenues, Expenditures, Cumulative Budget

FIGURE 84-A-2
TOTAL REVENUES, BY FUND
1979-89

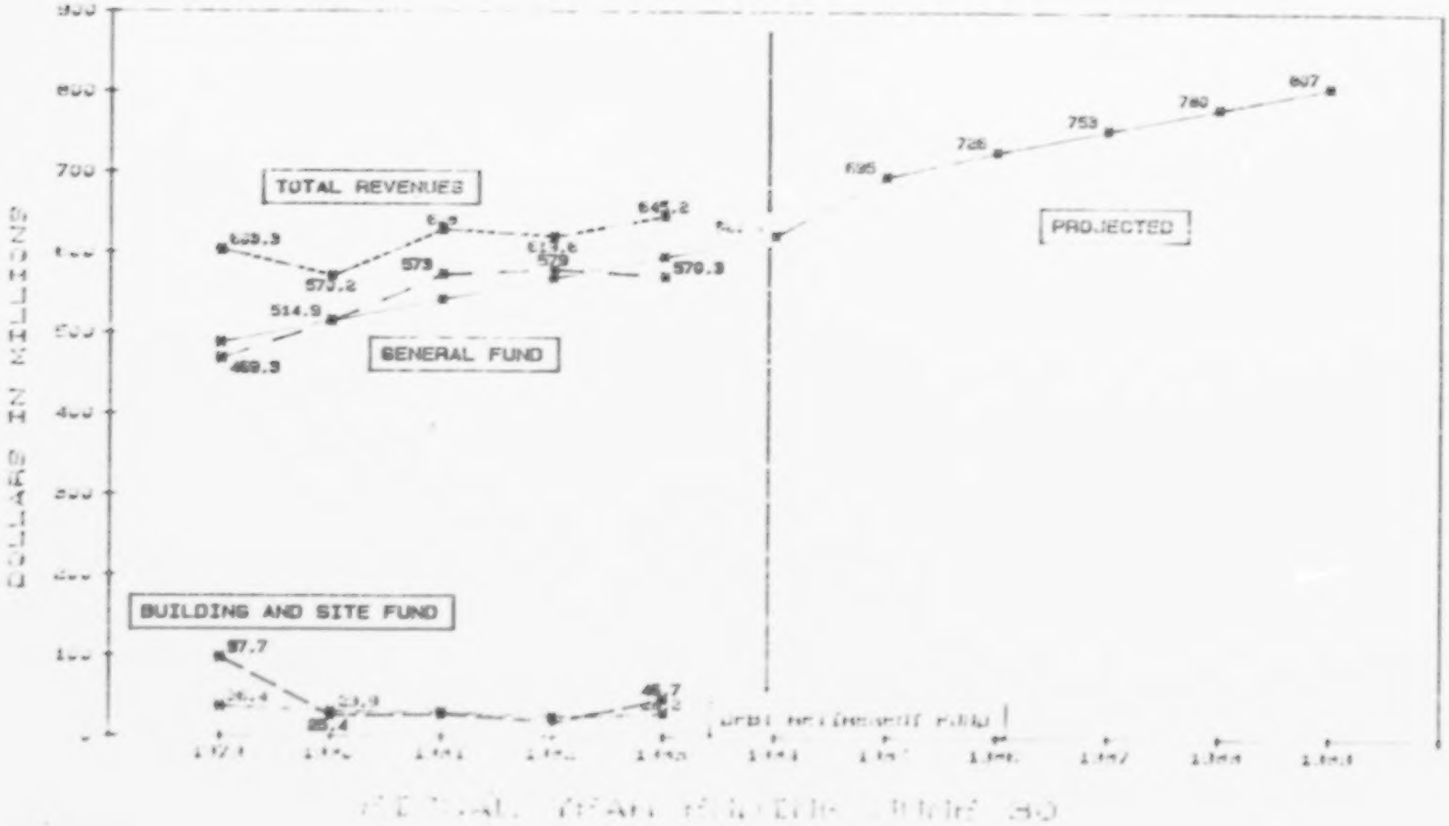


FIGURE 84-A-2
TOTAL REVENUES, BY FUND
1979-89

COMMENTS/OBSERVATIONS

During the past five years the total revenues of the DPS have increased from about $603 million to over $645 million, an increase of slightly less than $42 million; however, the overall increase has been irregular and uneven during this period. The General Fund portion of the budget showed a continuous increase from more than $469 million in 1979 to more than $570 million in 1983, an increase of about $101 million dollars. The revenues for capital improvements from the Building and Site Fund have varied considerably during this period starting at almost $98 million in 1979 dropping to as low as $17 million in 1982 and increasing back to well above $46 million in 1983. Proceeds from the sale of bonds were the major reasons for the higher revenues in 1979 and 1983. The revenues for the debt retirement and to pay off principal and interest on outstanding bonds have varied from a low of about $23 million in 1982 to over $36 million in 1979. In 1983 these revenues were more than $28 million. Property taxes are the major source of revenues for the debt retirement fund.

A projection of the general fund revenues suggests these revenues would be approximately $807 million by 1988-89, including the recent 4 million increase and continuation of all other millage levies.

IMPLICATIONS

While general fund revenues have increased over the past five years, these increases have not kept pace with the rising cost of doing business in the school system. While this trend is expected to continue into the future, the additional revenues generated by the 4 mill increase will be utilized, in part, to correct this imbalance.

Revenues for the Building and Site Fund generated primarily from the sale of capital construction bonds which must be voter approved. It is anticipated that bonds will have to be sold in the future to meet the capital improvement needs of the school system, particularly in such areas as alterations and modernization.

(84-A-2, cont.)

The property tax rate needed to meet the debt requirements of the school district is set by the Board each year and does not require periodic voter approval. If additional bonds are sold for capital improvements, property taxes will have to be levied to pay off the principal and interest on these bonds.

SOURCE

Office of Finance
The Board of Education of the City of Detroit
Revenues
Years Ended June 30, 1979 to 1983

FIGURE 84-A-3
GENERAL FUND REVENUES
BY SOURCE
1979-89

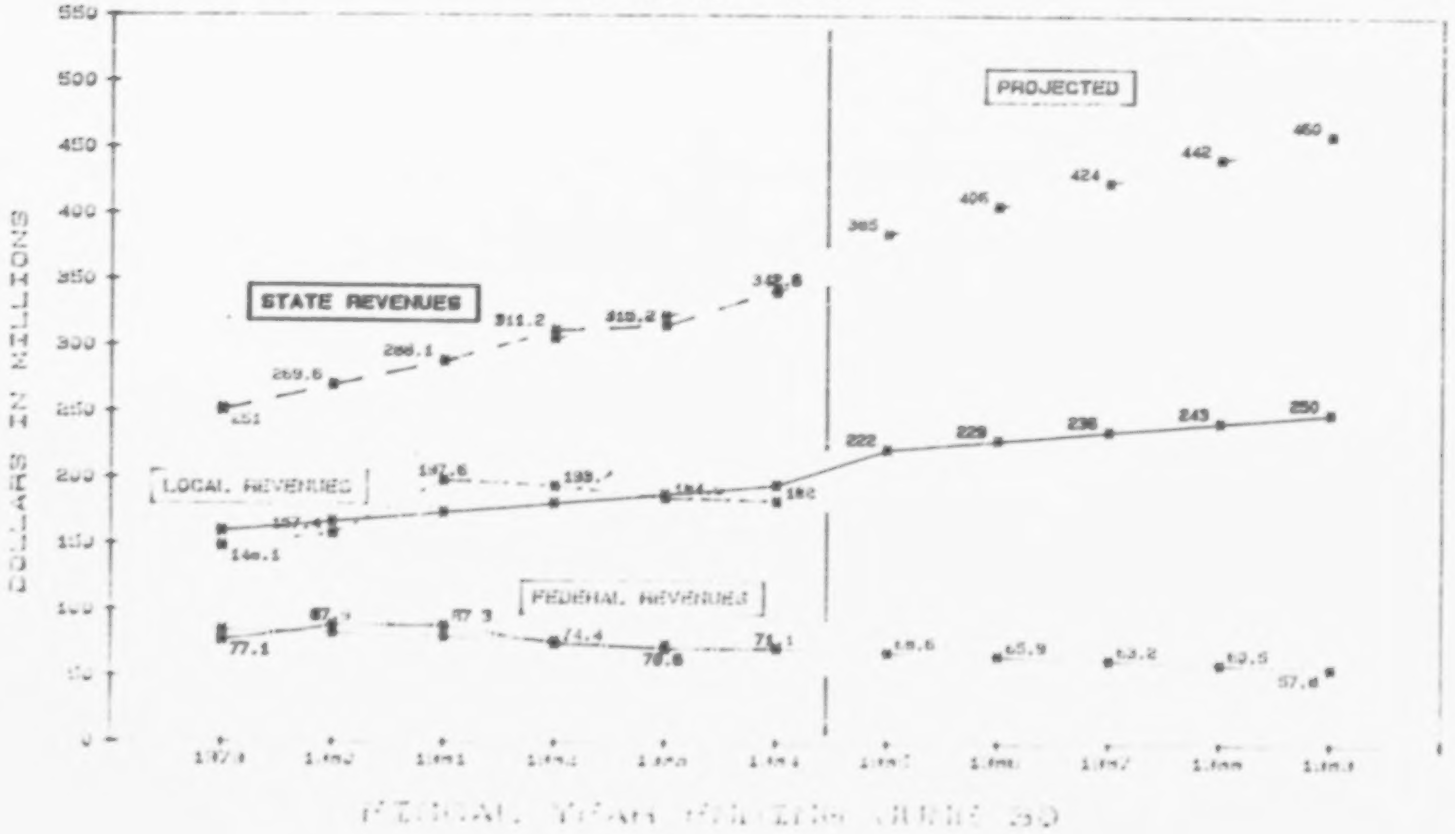


FIGURE 84-A-3
TOTAL GENERAL FUND REVENUES
BY CLASSIFICATIONS
1979-89

COMMENTS/OBSERVATIONS

Revenues from the state showed a steady increase from 1979 through 1984, increasing from more than $250 million in 1979 to over $342 million in 1984. During this same period, local sources increased from some $148 million to over $181 million. Although state and local revenues were increasing, federal revenues were decreasing, dropping to about $71 million in 1984 from a high approaching $88 million in 1980.

If current funding trends continue, by 1988-89 state revenues would be about $460 million, local revenues about $230 million and federal revenues about $57.8 million. The projection of federal revenues is difficult because estimates must consider the political situation which suggests these funds could vary from about $40 million to $100 million by about 1990.

IMPLICATIONS

The decline in general fund revenues from the federal government has and will continue to impact on school district programs funded from this source. These revenue cuts have resulted in extensive budget realignment to accommodate resulting program reduction and staff displacement.

Past increases in state aid have not kept pace with rising cost of doing business in the school system. State aid funding has been adversely affected by poor economic conditions in Michigan in recent years. Since approximately 60% of the school system's revenue is from state aid, DPS is disproportionately affected by cutbacks in school aid funding. This situation is expected to continue into the future with uneven fluctuation year-to-year in school aid tied directly to Michigan's economy. However, the recent 4 mill increase will provide significant new state revenues which should provide a more adequate and stable level of funding for DPS.

(84-A-3, cont.)

Local property tax revenues are determined by voter approved operating millage. In recent years, Detroit voters have been very supportive of millage renewals and modest millage increases. It is essential that the school system at least maintain and continue current millage levels in the future to provide a degree of stability to financial operations. Local revenues also include investment earnings, lunchroom sales, tuition, one mill special education funds, interfund transfers, etc.

SOURCE

Office of Finance
Summary of General Fund Revenue

FIGURE 84-A-4
TOTAL EXPENDITURES, BY FUND
1979-89

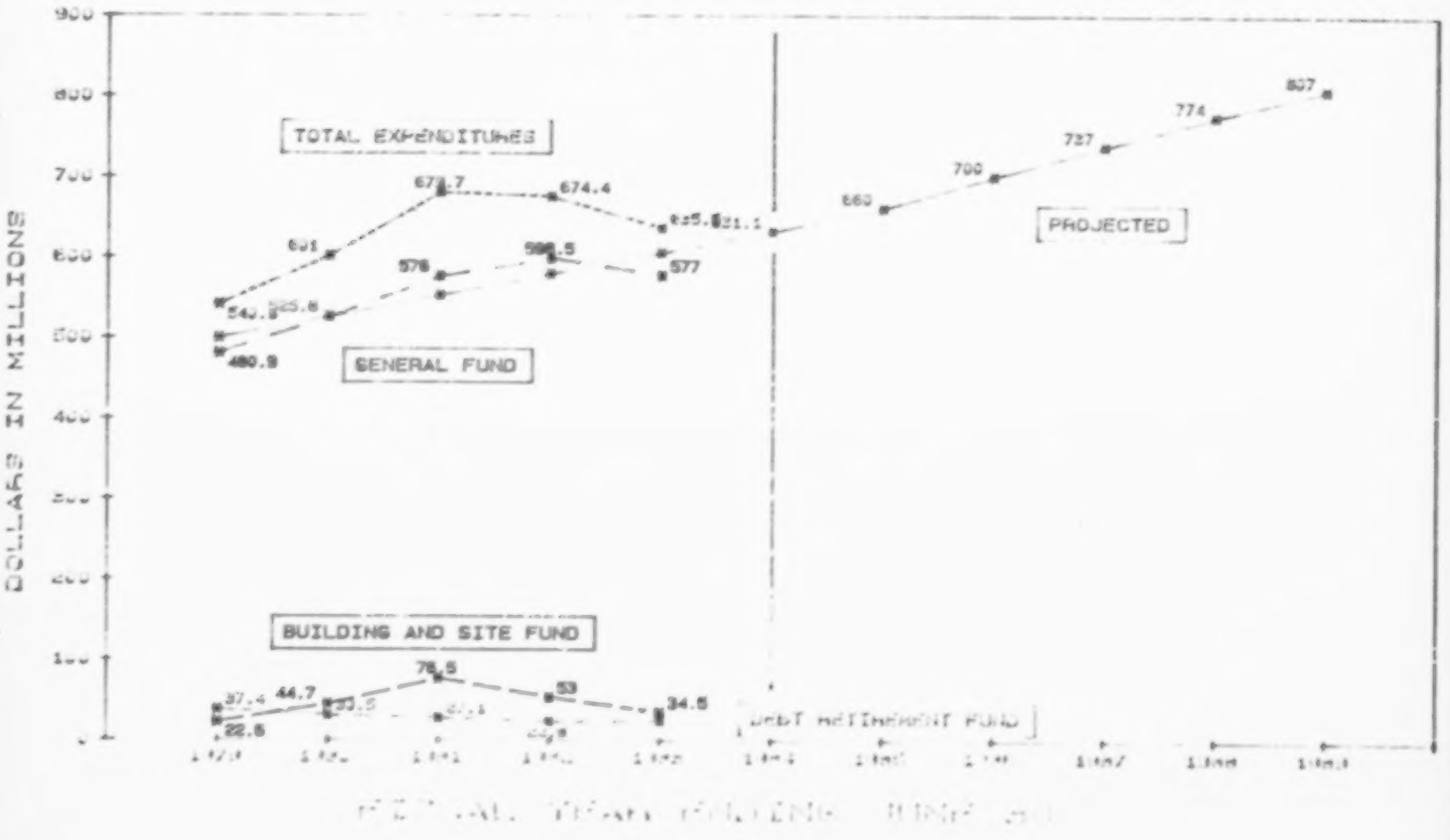


FIGURE 84-A-4
TOTAL EXPENDITURES BY FUND
1979-89

COMMENTS/OBSERVATIONS

The three major funds maintained by the DPS for the reporting of expenditures are the general, building and site, and debt retirement funds. Expenditures for normal operating purposes are included under the general fund. Expenditures for acquisition, construction, modernization, etc. of building and for sites are included under building and site. Retirement of principals and interest on outstanding funds and related costs are included under the debt retirement fund.

The expenditures for the general fund, by far the largest of the three funds, averages, roughly 88% of expenditures, for building and site 7% and for debt retirement 5%.

The expenditure for the general fund during the period 1979 through 1982 increased from about $480.9 million to about $598.5 million dropping to $576.9 million in 1983, the drop associated with cost containment measures primarily for economic concessions.

Expenditures for building and site vary greatly with construction of buildings and additions being the largest expense followed by alterations and modernization of buildings with equipment purchases third. The expenditures, during 1981, were the highest for the past five years.

Estimated general fund expenditures will approach about 807 million by 1988-89. The estimated general fund revenues for 1988-89 are also about 807 million, indicating a balanced budget. (See Figure 84-A-2.)

(84-A-4, cont.)

IMPLICATIONS

The general increase in expenditures for school operations will probably continue into the future. The rate of increase during the past five years being about 4.67% compounded. With zero growth in SEV expected during the next five years, the DPS will need increased revenues through increases in local property taxes which will also generate state revenues. If revenues cannot be increased, expenditures must be reduced according to priorities established by the Board of Education and the administrators. Federal revenues are expected to decrease unless a change in political parties occurs at the national level.

SOURCE

Office of Finance
Expenditures, Years Ended June 30, 1979 to 1983

FIGURE 84-A-5
TOTAL GENERAL FUND EXPENDITURES INSTRUCTIONAL AND SUPPORT IN DOLLARS
1979-89

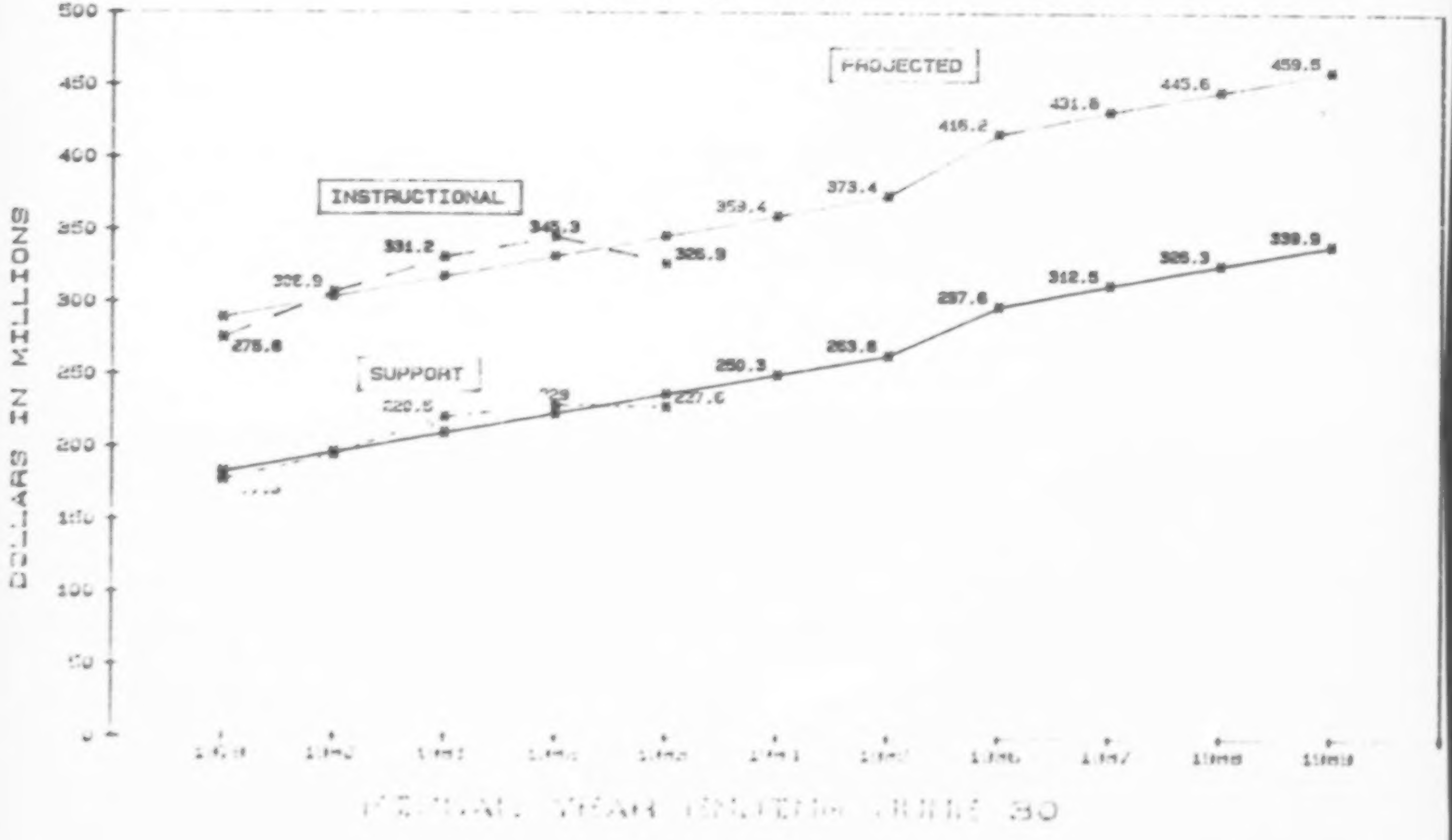


FIGURE 84-A-5
TOTAL GENERAL FUND EXPENDITURES
INSTRUCTIONAL AND SUPPORT
IN DOLLARS
1979-89

COMMENTS/OBSERVATIONS

During the period 1978-79 through 1981-82, total general fund instructional expenditures increased from about $275.8 million to about $345.3 million; however, extensive cost cutting procedures were implemented during the 1982-83 school year reducing total instructional costs to about $326.8 million; a drop of about $18.45 million. The overall rate of increase was about 4.3% compounded. If this rate continues, total instructional costs will probably range from about $421 to $429 million by 1989.

Costs of support services during this same period 1978-79 through 1981-82, rose from about $177.3 million to almost $229 million and dropped to $227.6 million, a drop of about $1.37 million in 1982-83 following cost cutting procedures. The overall rate of increase was about 6.45%. If this trend continues, total general fund support services will probably range from $318 to $331 million by 1989.

Employee benefits increased from more than $42.366 million in 1979 to almost $68.526 million in 1983, an average annual increase of 12.77%. If this trend continues, employee benefits would approach $125 million in 1989, an increase of more than $56 million. Operation of the school plant increased from about $49.05 million in 1979 to about $62.32 million in 1983, an annual increase of more than 6.16%. At this rate, expenditures for plant operations would exceed $84 million in 1989, an increase of about $20 million over 1983 costs.

Support services are increasing at a rate considerably higher than is the rate for instruction, 6.45% versus 4.38% compounded annually.

IMPLICATIONS

The continual increase in expenditures for both instruction and support services will require a continual increase in revenues. The extensive increase in the costs of support service will require considerable attention to keep these costs within acceptable limits.

84-A-5 (cont.)

SOURCE

Annual School District Financial Report, DS-4169, Analysis of Expenditures for All Districts in Group A by Types of Activities, 1978-79 - 1982-83, as Reported by the Office of Finance

FIGURE 84-A-6
TOTAL GENERAL FUND EXPENDITURES INSTRUCTIONAL AND SUPPORT IN PERCENT
1979-89

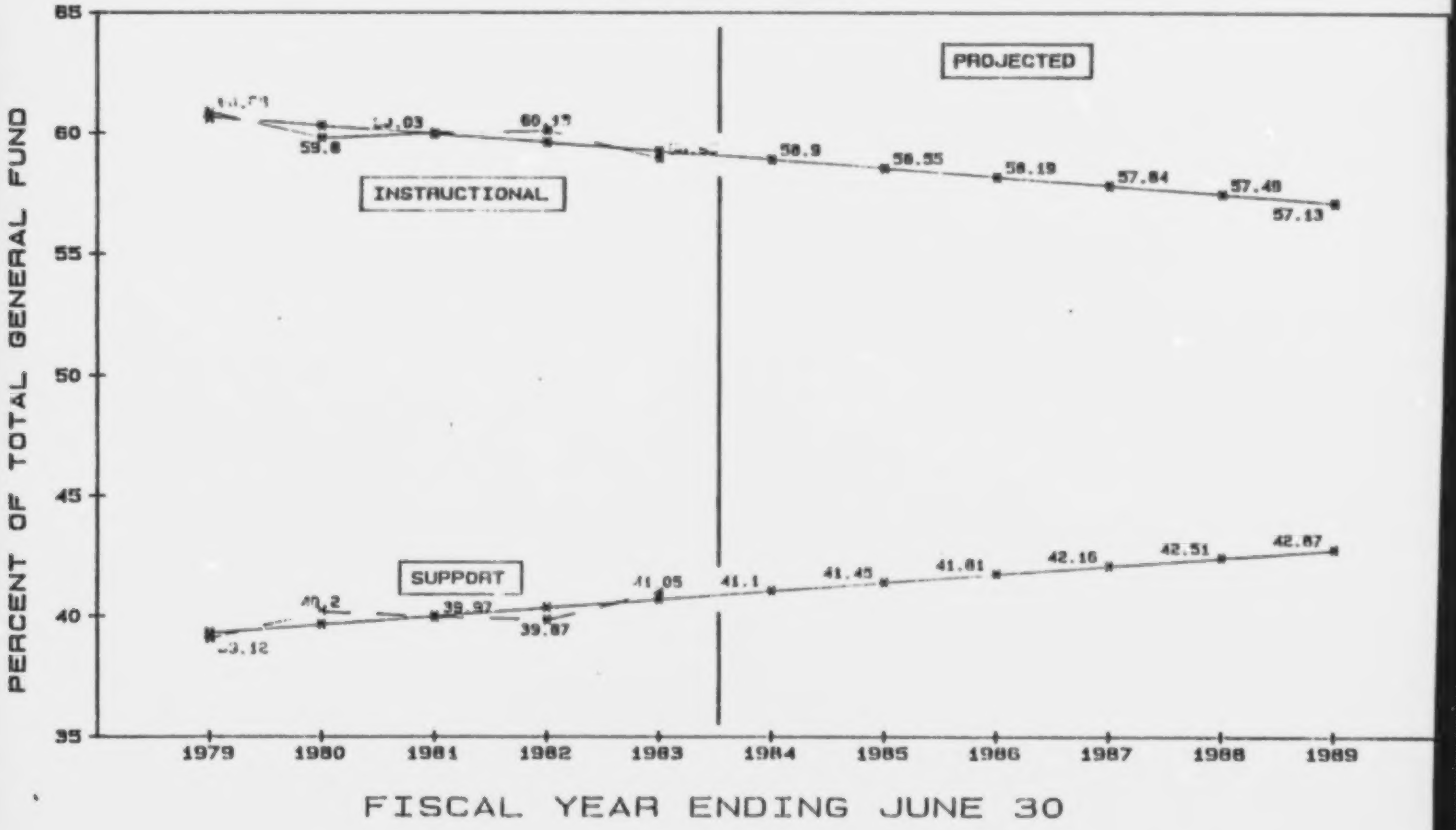


FIGURE 34-A-6
TOTAL GENERAL FUND EXPENDITURES
INSTRUCTIONAL AND SUPPORT
IN PERCENT
1979-89

COMMENTS/OBSERVATIONS

During the period 1978-79 through 1982-83, the percent of general fund expenditures for instruction showed a general decrease from 60.88% in 1978-79 to 58.95% during 1982-83, the major change occurring during 1982-83, following extensive cost cutting procedures. If this trend continues, by 1988-89, instructional expenses will constitute about 57% of general fund expenditures.

However, between 1978-79 and 1982-83, costs of support services showed a general increase in percent of general fund expenditures, increasing from 39.12% in 1978-79 to 41.05% in 1983-84. If this trend continues, by 1988-89, costs of support services will increase to almost 43% of general fund expenditures.

IMPLICATIONS

The increase in costs of support services poses a distinct challenge for the personnel of the DPS. An in depth study of these costs should be considered to determine how these cost increases can be minimized.

SOURCE

Office of Finance

FIGURE 84-A-7
EXPENDITURES FOR SELECTED EMPLOYEE BENEFITS
1979-89

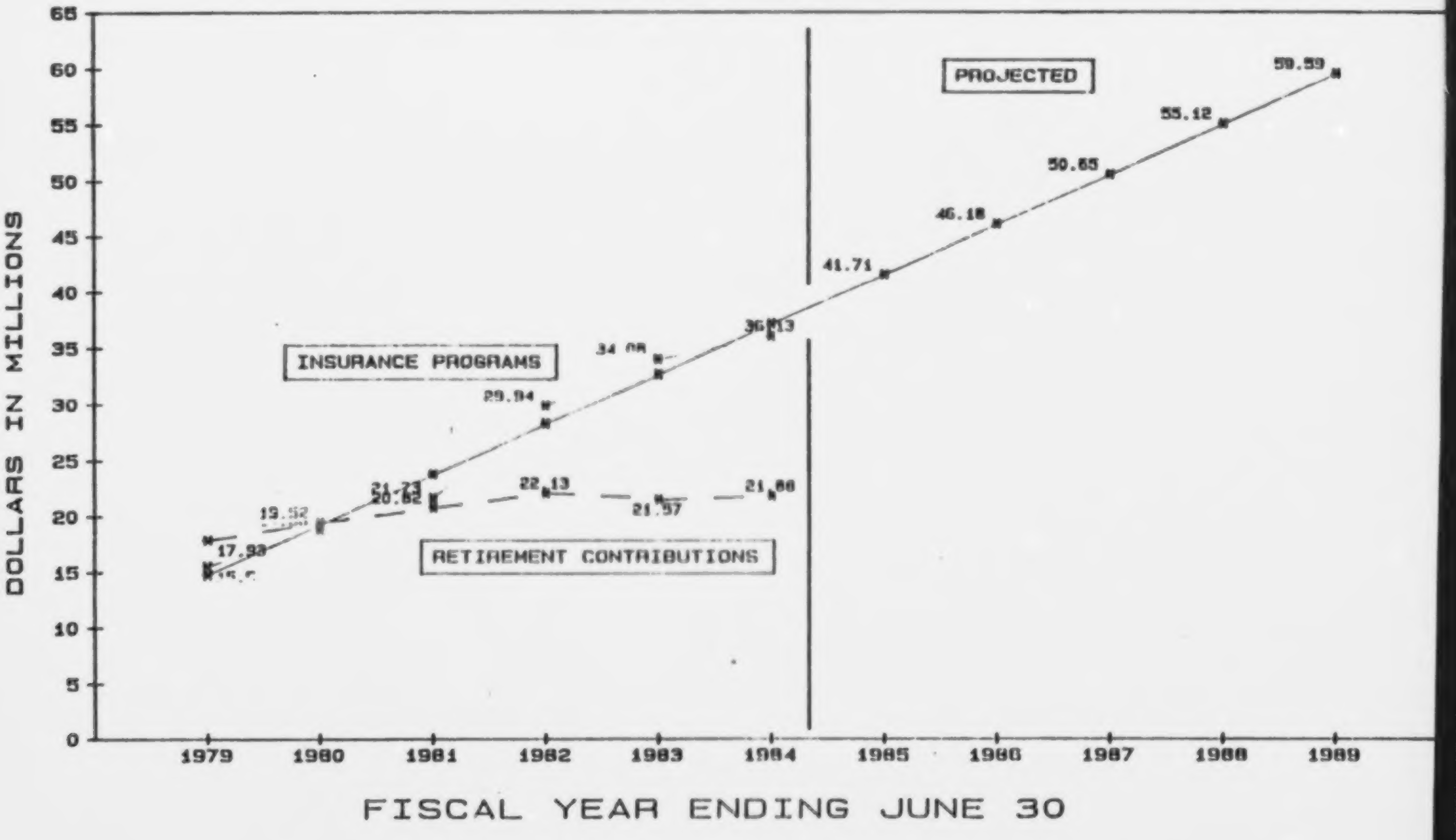


FIGURE 84-A-7
EXPENDITURES FOR SELECTED EMPLOYEE BENEFITS
1979-1989

COMMENTS/OBSERVATIONS

Among the major expenditure for employee benefits are costs of insurance programs and retirement contributions. During the period 1978-79 through 1983-84, annual costs of employee insurance programs increased from about $15.6 million in 1978-79 to about $36.1 million in 1983-84, an increase of about $20.5 million, equal to an overall rate of about 18.3% compounded annually. A straight line projection suggests that by 1989, the expected insurance costs would be about $59.6 million. However, a projection based upon the compound annual rate of 18.3% suggests these costs could approach $84 million. An often used benchmark of costs increasing at 15% compounded annually doubles these costs every five years. Thus, unless effective cost containment techniques are implemented, costs of these insurance programs could more than double and approach $84 million during the next five years.

Costs of retirement contributions represents 5% of the wages paid to employees. During 1978-79 retirement contribution costs were about $17.93 million; however, by 1981-82, retirement contributions reached about $22.13 million, dropping to about $21.57 million in 1982-83, following extensive cost cutting measures. During 1983-84, retirement contributions were about $21.88 million, a slight increase probably associated with very limited increases in salaries. Between 1978-79 and 1981-82, the annual increase was about 7.26%; however, because of the current salary containments, the increases in retirement contributions are relatively small. The estimated increases will vary directly with salary increases.

IMPLICATIONS

Costs of employee benefit insurance programs have been increasing at very rapid rates, more than doubling every five years. Various alternatives need to be investigated by the DPS to keep these costs within acceptable limits.

Costs of retirement contributions are directly tied to salary costs. Appropriate salary negotiations will help to keep these costs within acceptable limits.

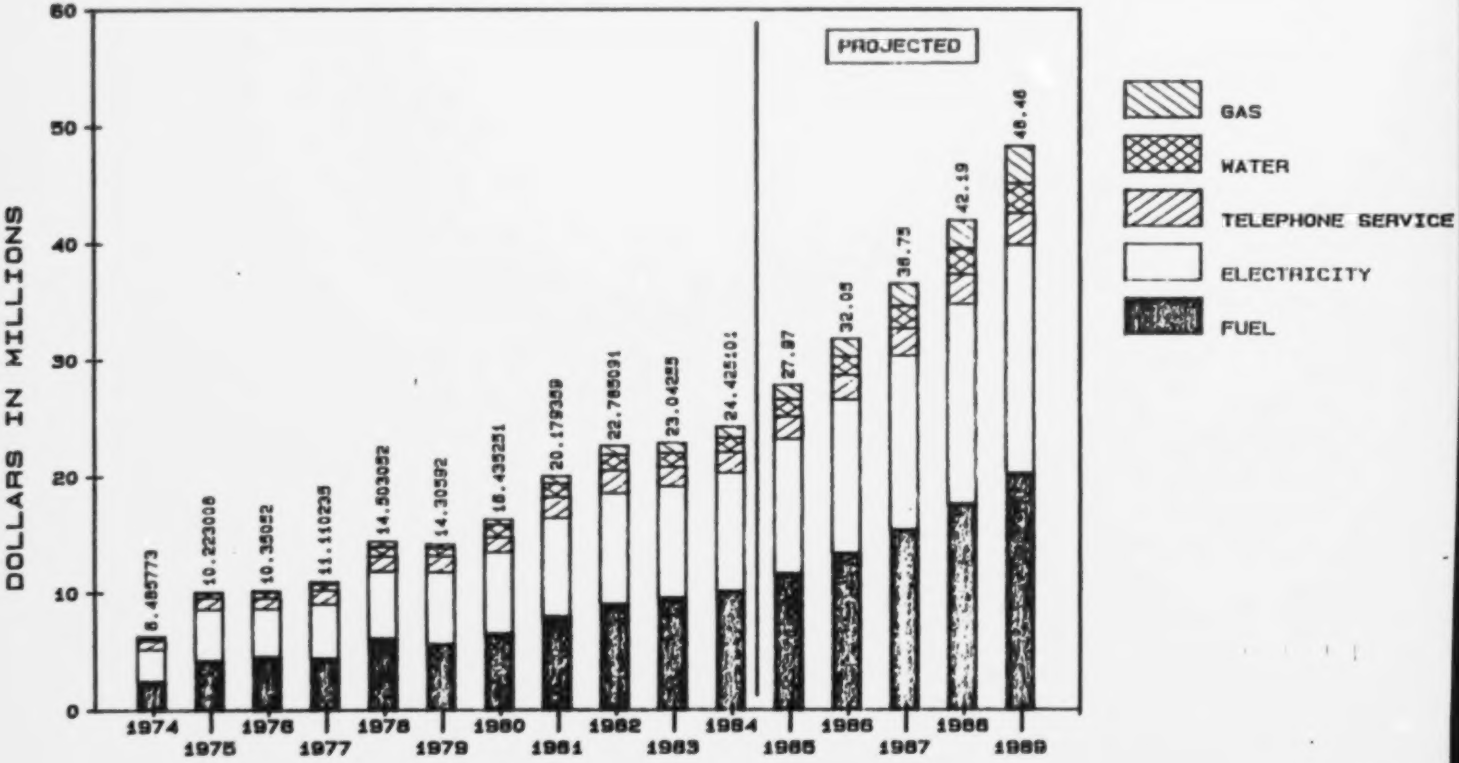
(84-A-7, continued)

If the costs of employee benefits are not adequately controlled, a distinct restructuring of many programs will be necessary since benefit costs are reaching very high base levels.

SOURCE

Office of Finance
Major Expenditures for Employee Benefits

FIGURE 84-A-8
EXPENDITURES FOR FUEL AND UTILITIES
1974-1989



FISCAL YEAR ENDING JUNE 30

FIGURE 84-A-8
EXPENDITURES FOR FUEL AND UTILITIES
1974-1989

COMMENTS/OBSERVATIONS

Following the Arab oil boycott of 1973, crude oil prices throughout the world rapidly increased because the OPEC cartel controlled by the Arabs was able to establish and control the world price of crude. Practically every aspect of life was affected by the prices set by OPEC. The immediate effect of these crude oil prices is seen in the increase of fuel and utility costs.

Fuel expenditures by DPS were about $2.64 million during 1973-74 and increased to about $10.36 million by 1983-84, an average yearly increase of 14.65%. If this trend continues, fuel costs will roughly double during the next five years and probably exceed $20.5 million in 1989.

Expenditures for electricity have been almost the same as for fuel increasing from $2.72 million in 1973-74 to $10.12 million in 1983-84, an average yearly increase of 14.03%. If this trend continues, electrical costs will probably exceed $19.5 million in 1989. This is probably a conservative estimate.

Expenditures for telephone service during 1973-74 were about $728 thousand and increased to.more than $1.771 million in 1983-84, an annual average increase of 9.29%. At this rate, telephone costs during 1989 would be approximately $2.8 million, an increase of about one million dollars over 1983-84 costs.

Expenditures for water during 1973-74 were about $317 thousand and increased to more than $1.246 million in 1983-84, an average annual increase of 14.66%. At this rate water costs will be expected to almost double during the next five years and approach $2.5 million in 1989.

Expenditures for gas were about $80 thousand in 1973-74, and increased to about $929 thousand during 1983-84, an average annual increase of 27.77%, the highest rate of increase for any of these fuel and utility costs. If this rate continues, expenditures for gas in 1989 will probably be about $3.2 million, a three-fold increase during the next five years.

(84-A-8, continued)

Expenditures for total fuel and utility costs during 1973-74 were about $6.486 million, increasing to about $24.425 million in 1983-84, roughly a four-fold increase and an annual average increase of about 14.18%. At this rate, total fuel and utility costs would exceed $47.4 million in 1989. A further check on this estimate can be made summing the expected costs for each fuel and/or utility estimate since the rate of annual increases varies. The sum of the parts equals $48.5 million for 1989. Thus the expected fuel and utility expenditures for 1989 are in the zone of $48 million which is roughly a doubling of the $24.4 million expenditure for 1983-84. Programs to control the costs of fuel and utilities are being implemented. The impact of these programs upon costs is not known at this time.

IMPLICATIONS

The rapid increase in fuel and utility costs will cause major financial problems for the DPS. A major restructuring of facilities and modes of operation may be necessary to keep these costs within acceptable limits. Since little can be done to control the unit costs of utilities, DPS must consider all types of conservation techniques to minimize the use of these essential utilities.

SOURCE

Office of Finance, Expenditures of Fuel and Utilities

FIGURE 84-A-9
TOTAL OPERATING EXPENDITURES PER PUPIL
1979-89

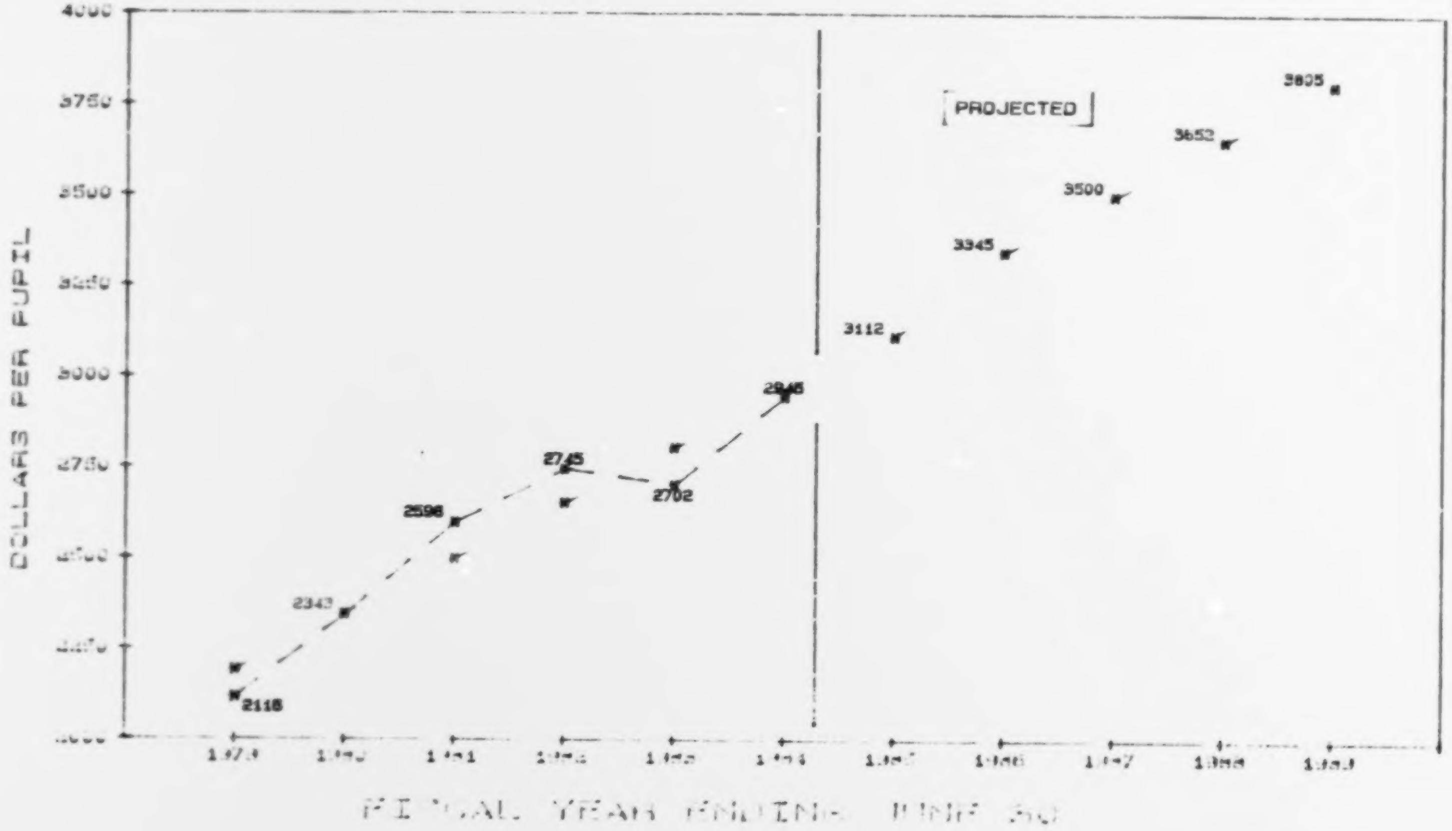


FIGURE 84-A-9
TOTAL OPERATING EXPENDITURES PER PUPIL
1979-89

COMMENTS/OBSERVATIONS

The total general fund expenditures per pupil have increased more than $500.00 per pupil since 1979; however, during 1982-83 school year, the expenditures per pupil declined followed by about a 6% increase in 1983-84. The overall increase from about $2,116 to about $2,945 is an annual compounded increase of about 6.83%. This increase is due to two factors: the actual increase in expenditures and the decline in enrollment.

Beginning in 1985-86, program improvements funded by the recent 4 mill tax increase will add approximately $80 per pupil per year to operating expenditures. If historic trends continue, estimated total operating expenditures per pupil would be about $3805 by 1988-89, an increase of some $860. About $285 of the expected increase due to enrollment decline at 2% per year compounded and the other $575 due to increases in costs of operations some 4% per year compounded.

IMPLICATIONS

Future budgets of the DPS need to incorporate annual increases in costs per pupil, at present about 6% over a five year period. This increase could be about $860 per pupil. DPS needs to implement all types of strategies to maintain revenue funding levels to cover these projected costs or to reduce expenditures accordingly.

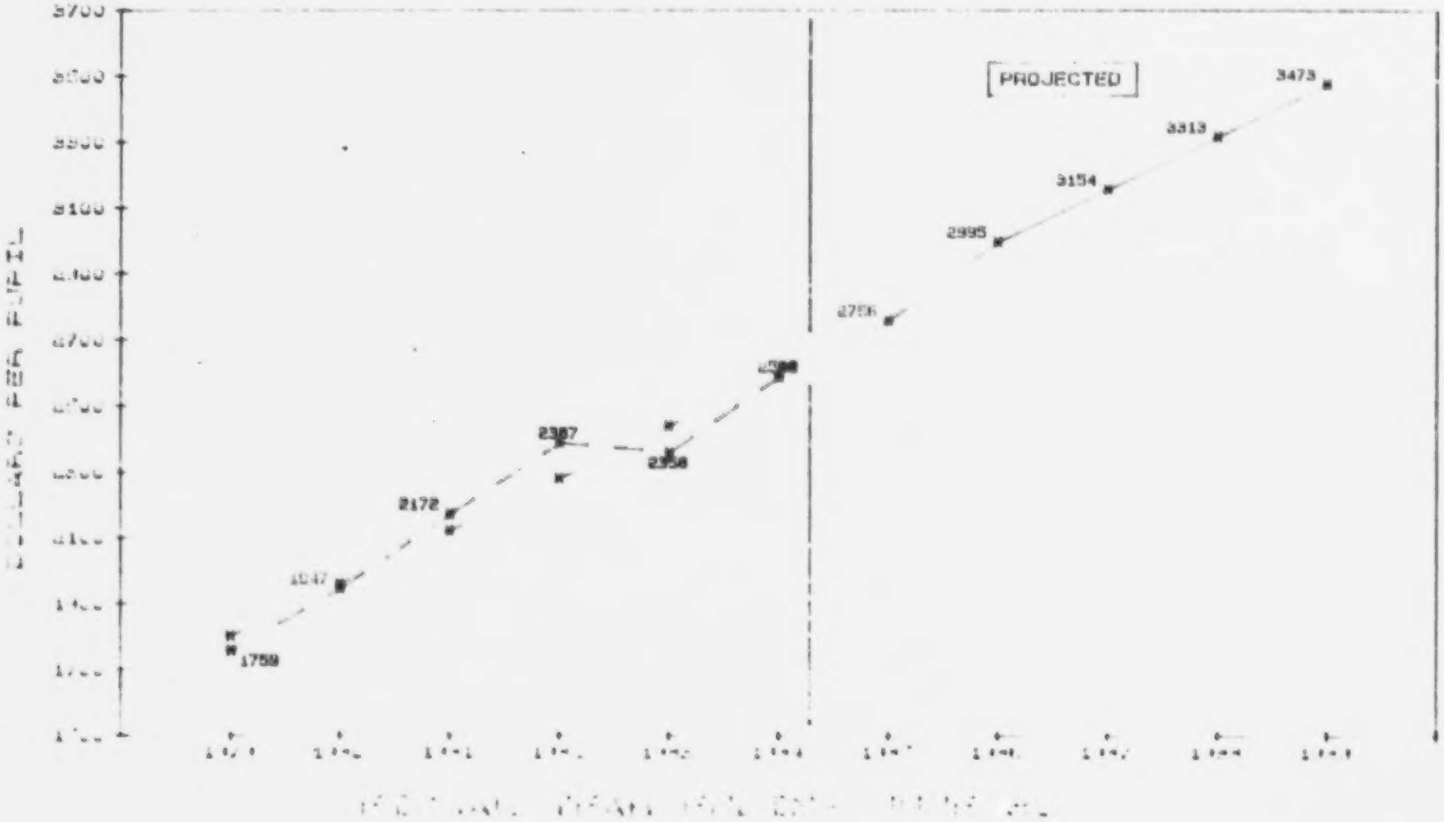
SOURCE

Office of Finance
Per Pupil Operating Expenditures

FIGURE 84-A-10

TOTAL OPERATING EXPENDITURES PER PUPIL EXCLUDING CATEGORICAL FUNDS

1979-89



A-42
Rev. 1/25/85

FIGURE 84-A-10
TOTAL OPERATING EXPENDITURES PER PUPIL EXCLUDING CATEGORICAL FUNDS
1979-89

COMMENTS/OBSERVATIONS

Between 1978-79 and 1981-82, total operating expenditures per pupil excluding categorical funds increased from $1759 in 1978-79 to $2367 in 1981-82, following extensive cost cutting in 1982-83. These expenditures dropped to $2358 and increased back to $2588 in 1983-84. The overall increase between 1978-79 and 1983-84 was $829 per pupil, an annual increase of about $6.0% compounded.

Total current operating expenditures per pupil excluding categorical funds appear to have increased at an overall rate of about 6.0% per year compounded, or on a flat rate basis of about $161 per year. Beginning in 1985-86, approximately $80 per pupil per year will be added to operating expenditures for program improvements funded by the 4 mill tax increase. If historic trends continue, operating costs will increase from about $2588 in 1983-84 to about $3473 in 1988-89.

.IMPLICATIONS

In order to fund this projected expenditure level, it will be critically essential that all existing millage levies be renewed upon their expiration. If a millage levy is not renewed, DPS will have to adjust its budget and educational programs accordingly.

SOURCE

Office of Finance
Per Pupil Operating Expenditures

MILLAGE

FIGURE 84-A-11
TOTAL STATE EQUALIZED VALUATION(SEV) FOR DPS
1979-89

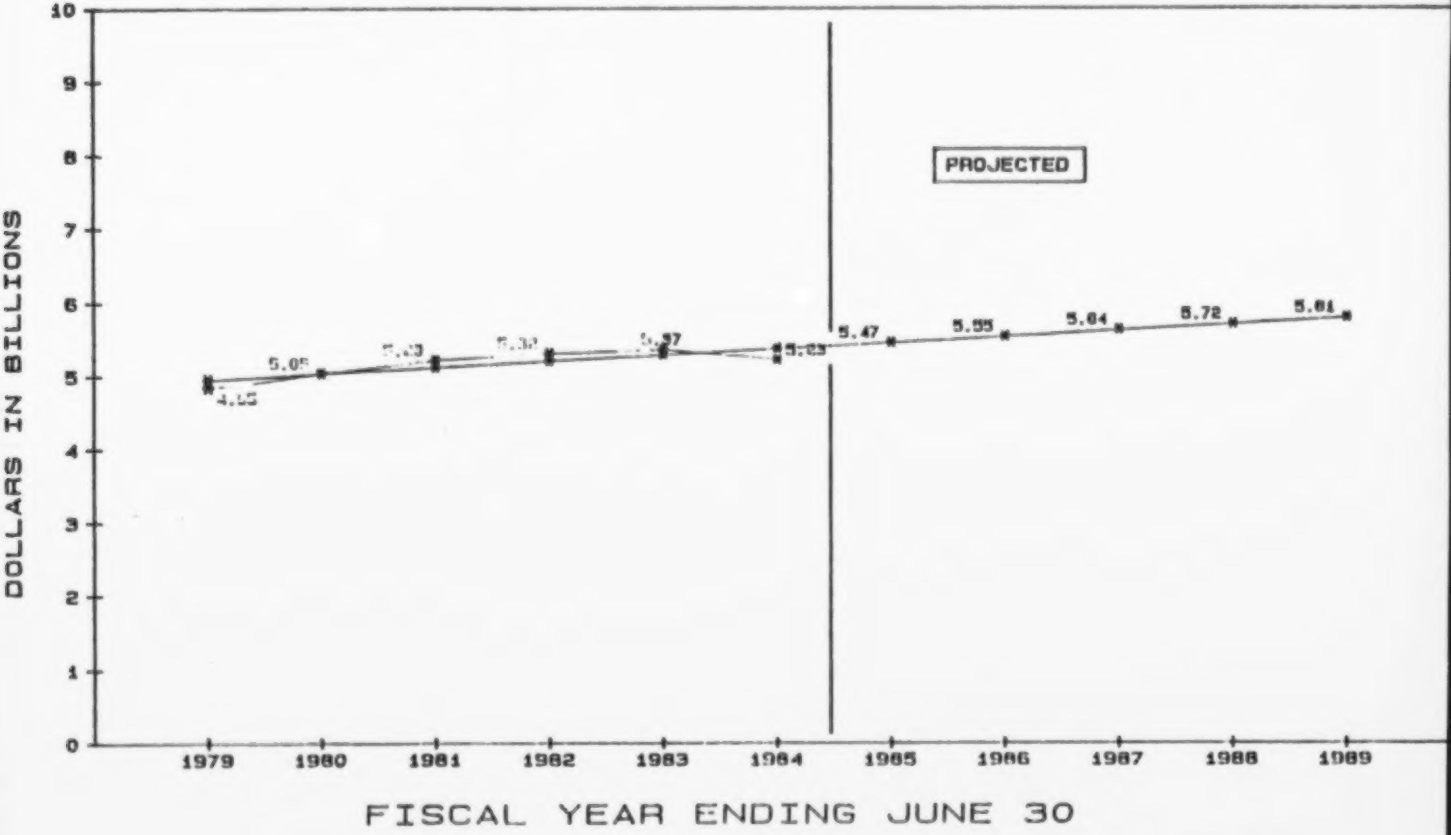


FIGURE 84-A-11
TOTAL STATE EDUALIZED VALUATION (SEV)
1979-89

COMMENTS/OBSERVATIONS

The SEV for Detroit has remained relatively constant for the past five years even though the SEV of the surrounding school districts has increased. The state equalized valuation (SEV) is the adjusted local tax base for a local school district. The SEV for DPS has remained relatively flat for the past 20 years, having been affected by many factors: increases in SEV in some areas and negated by decreases in other areas; furthermore, all forms of tax abatement reduce the SEV thereby reduced local property taxes for DPS and other institutions. The 1983-84 SEV for DPS is almost the same as that for the 1980-81 school year. This flat SEV is expected to continue for the next five years.

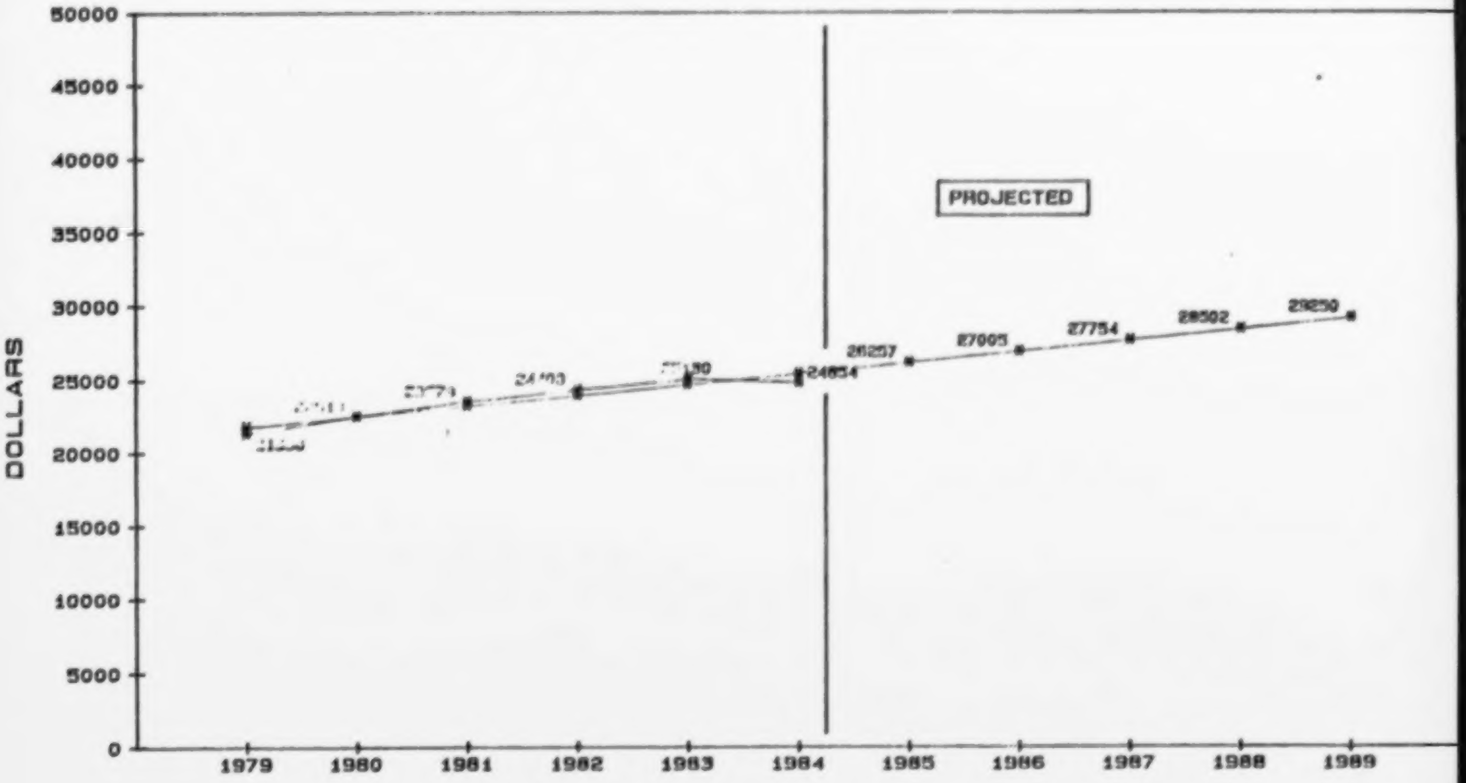
IMPLICATIONS

The zero growth in SEV expected for the next fives years in Detroit will keep lcoal revenues relatively constant. Gross membership aid per pupil may not be severly affected because of the power equalizing formula; however, total revenues will be affected since the formula does not adjust for the loss in membership.

SOURCE

Office of Finance,
Income from Local Property Tax for Operating Purposes

FIGURE 84-A-12
SEV PER PUPIL
1979-89



FISCAL YEAR ENDING JUNE 30

FIGURE 84-A-12
SEV PER PUPIL
1979-89

COMMENTS/OBSERVATIONS

State equalized valuation per pupil (SEV/P) is an important statistic. It is the amount of assessed value adjusted for differences in assessment rates, behind each pupil in a school district that when taxed, furnishes the local revenue for a school district. Furthermore, the SEV/P is an important statistic since it is a part of the formula for basic membership state aid.

Between 1979-80 and 1982-83, the SEV/P for DPS increased from $22,513 to $25,130, an increase of $2617 about 11.6%; however, during 1983-84, the SEV/P decreased to $24,854 making the overall five year change equal to $2341 or about 10.4% If current trends continue, the SEV/P for DPS would be expected to be about $27,500, based upon an SEV of $5.227 billion and a membership of about 190,000 by 1989.

The SEV/P is affected by two factors: changes in SEV and changes in membership. Since the SEV of DPS has not changed very much during the past 20 years, the increases in SEV/P are due to the major decline in student membership from roughly 296 thousand in 1965-66 to about 210 thousand in 1983-84.

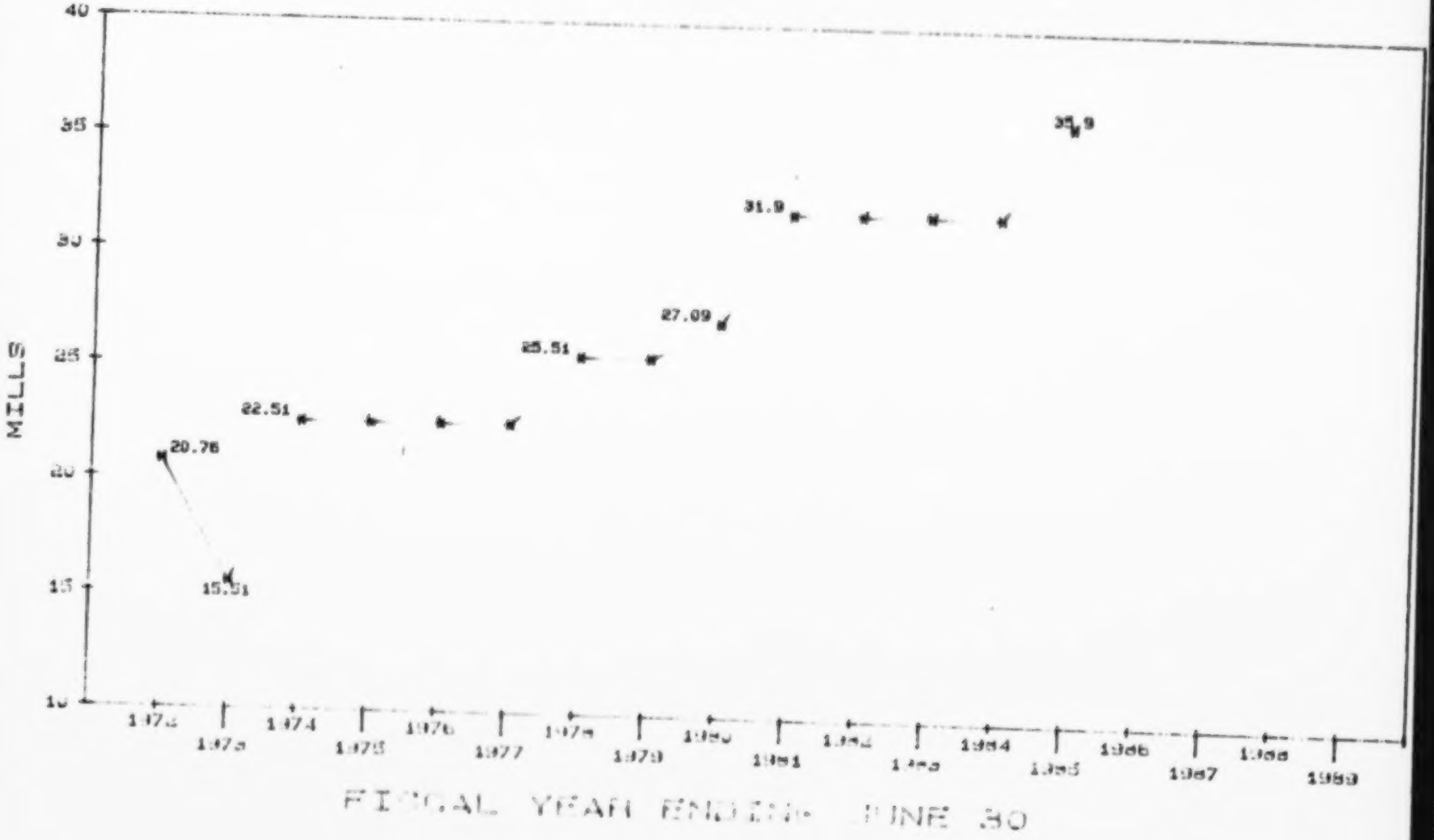
IMPLICATIONS

Since the SEV/P is the property tax base behind each student, the local revenues for DPS at a constant millage rate probably will not change significantly during the next five years. With increases in costs expected to continue, these flat local revenues pose financial problems for DPS; however, state aid revenues should increase to partially cover these potential losses. Cost reduction measures will need to be implemented to compensate for the loss in state revenues due to the expected decline in membership.

SOURCE

Office of Finance
Valuation and Tax Rates

FIGURE 84-A-13
OPERATIONAL MILLAGE TAX RATE
1972-89



Rev. 1/25/85 A-50

FIGURE 84-A-13
OPERATIONAL MILLAGE TAX RATE
1972-89

COMMENTS/OBSERVATIONS

The operational millage rate when multiplied by the SEV generates the basic local property tax revenues for operation of a local school district. Furthermore, because of the method used to finance schools in Michigan, the operational millage rate sets the gross membership allowance, that amount of money that the state guarantees that a local district will have as operating revenues for each student included in the audited membership. In 1979, the operating tax rate for DPS was 27.09 mills following an increase of 4 mills in 1980, the operating tax rate has remained at 31.90 for the past four school years.

Since the SEV of the DPS has remained roughly flat during the past four years, the local operating revenues should have remained about the same, e.g., the SEV in 1980-81 and 1983-84 were almost identical roughly $5.227 billion, differing by less than $50,000.

IMPLICATIONS

The reasonably flat SEV combined with a constant local operational tax rate during the past four years has resulted in no significant increase in local revenues even though costs continue to increase. All segments of DPS that are financially based upon local property taxes have been affected because revenues remained roughly the same while costs escalated resulting in deficit spending. On November 6, 1984, voters approved a proposition to raise the operating millage by 4.0 mills to an effective rate of about 35.90 to bring revenues and expenditures in balance during the next five years. Although the revenues from local property taxes have remained essentially constant, because of the power equalizing formula used by the state, state aid per pupil for DPS has increased according to the changes in the state aid formula.

SOURCE

Office of Finance
Valuations and Tax Rates

TABLE 84-A-14
MILLAGE ELECTIONS
1973-84

Date of Election	Mills	Type of Levy	Votes Cast Yes	Votes Cast No	Votes Cast Total	% Yes	Registered Voters	% Vote	Date of Expiration
9/01/73	7.0	New*	133,574	82,037	215,611	62	796,470	27	6/30/78
3/19/74	7.5	Renew	97,605	37,897	135,502	72	NA	NA	6/30/84
8/06/74	5.0	New	72,265	98,307	170,572	42	818,728	21	6/30/89
(1)8/03/76	5.0	New	68,432	81,661	150,093	46	732,626	21	6/30/81
(1)11/2/76	5.0	New	183,992	185,923	369,915**	49	762,509	49	6/30/81
9/13/77	3.0	New	130,738	106,011	236,749	55	639,987	37	6/30/82
11/8/77	7.0	Renew	204,317	96,986	301,303	68	659,495	46	6/30/88
11/7/78	2.25	Replace***	137,106	108,784	245,890	56	625,248	39	6/30/86
(1)8/05/80	3.5	New	48,609	65,731	114,340	43	609,503	19	6/30/90
11/4/80	3.5	New	202,094	144,179	346,273	58	634,371	55	6/30/92
11/3/81	3.0	Renew	150,260	101,300	251,560	60	591,547	43	6/30/92
11/3/81		Bonds****	128,352	111,459	239,811	54	591,547	41	
4/10/84	7.5	Renew	66,476	31,214	97,690	68	572,624	12	6/30/94
11/6/84	4.0	New	179,382	157,750	337,132	53	656,651	51	6/30/89

Revised 10/22/84

*Replaced 1% income tax
**After a recount, the millage lost by 597 votes
***Replaced operating debt millage
****$40 million capital improvement bonds
(1)Millage Election was lost

TABLE 84-A-14
MILLAGE ELECTIONS
1973-84

COMMENTS/OBSERVATIONS

Since 1977, Detroit voters have strongly supported the school system. During that time period, voters have approved 3 millage increases and 4 millage renewals.

IMPLICATIONS

The strong and sustained level of local support has provided a critically essential element of fiscal stability to the school system. Without these millage approvals the school district sould have long since reached the financial danger point.

SOURCE

Office of Finance
Millage Elections

FIGURE 84-A-15
NEW MILLAGE ELECTIONS
PERCENT YES VOTES AND PERCENT NO VOTES
1973-84

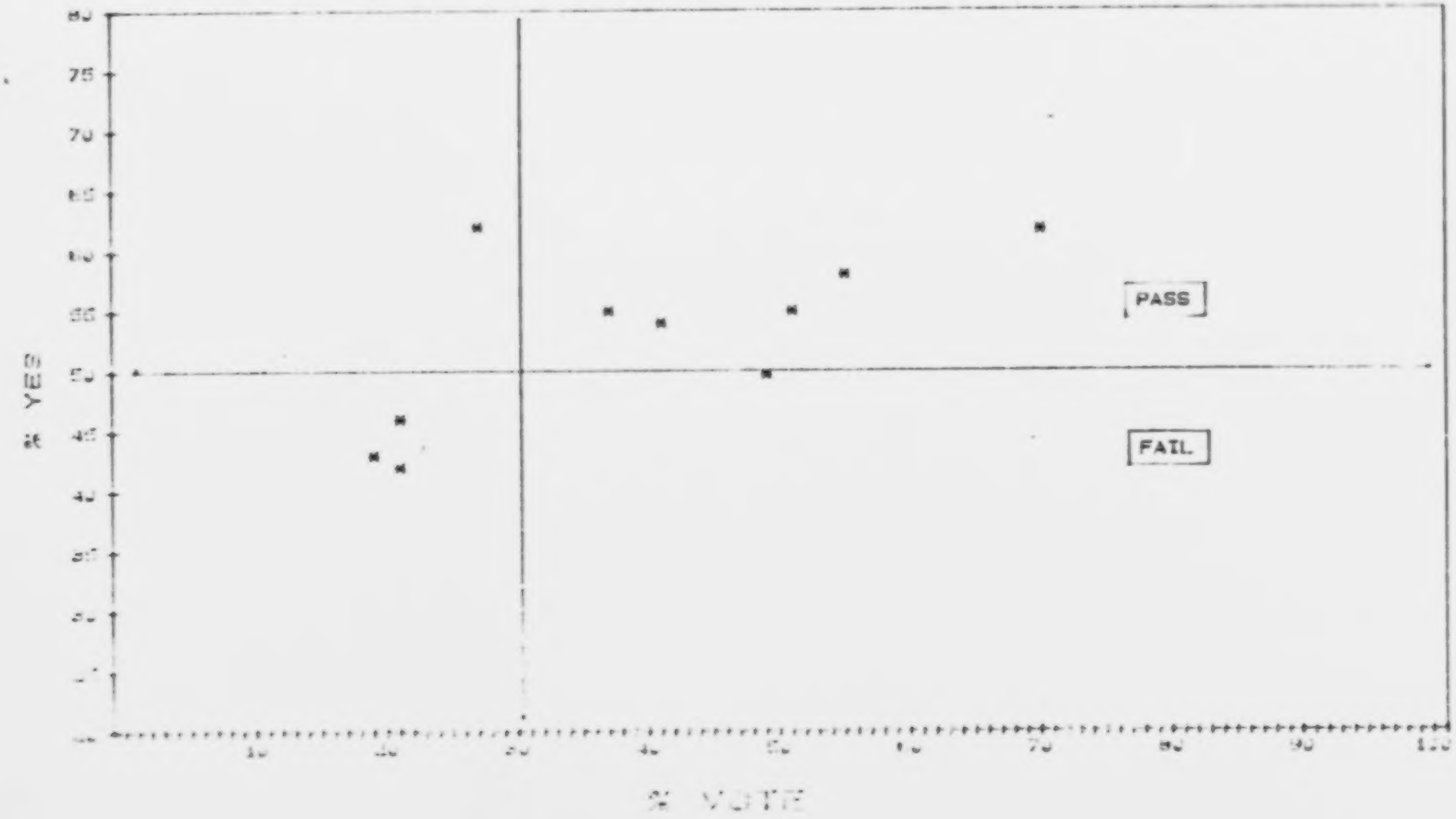


FIGURE 84-A-15
NEW MILLAGE ELECTIONS
PERCENT YES VOTES AND PERCENT VOTING
1973-81

COMMENTS/OBSERVATIONS

Between 1973 and 1981, the DPS has conducted 8 elections involving 7 new tax levies and one improvement bond. The millage increases including the bond issue was passed during 4 of those elections.

In those cases where new millages failed, the percent of voters casting votes was 21, 21, 49, and 19, respectively; whereas in those 4 cases where the millage passed, 27, 37, 55, 41 and 51 percent, respectively, voted. These data suggest that a high relationship exists between the percent of yes votes and the percent of voter participation. The statistical cutoff point appears to be 30% when less than 30% of the voters turned out for an election, 3 out of 4 of the new millages failed. When more than 30% of the voters participated, 4 out of 5 of the new millages passed. The only case where a new millage passed when less than 30% of the voters participated was the millage that replaced the 1% income tax.

IMPLICATIONS

The data suggest that a positive, significant relationship exists between % yes voters and % of registered voters participating. When the % voting is above about 30%, there is a 80% chance of the new millage passing. If this be true, it is very important to get a high percent voter turnout. Furthermore, it appears that new millages of 5 or more mills are not readily supported.

SOURCE

Office of Finance
Millage Elections

SPECIAL PROJECTS FUNDING

FIGURE 84-A-16
BOARD AND SPECIAL PROJECTS EXPENDITURES COMPARISON, BY FIVE YEAR PERIODS
1969-89

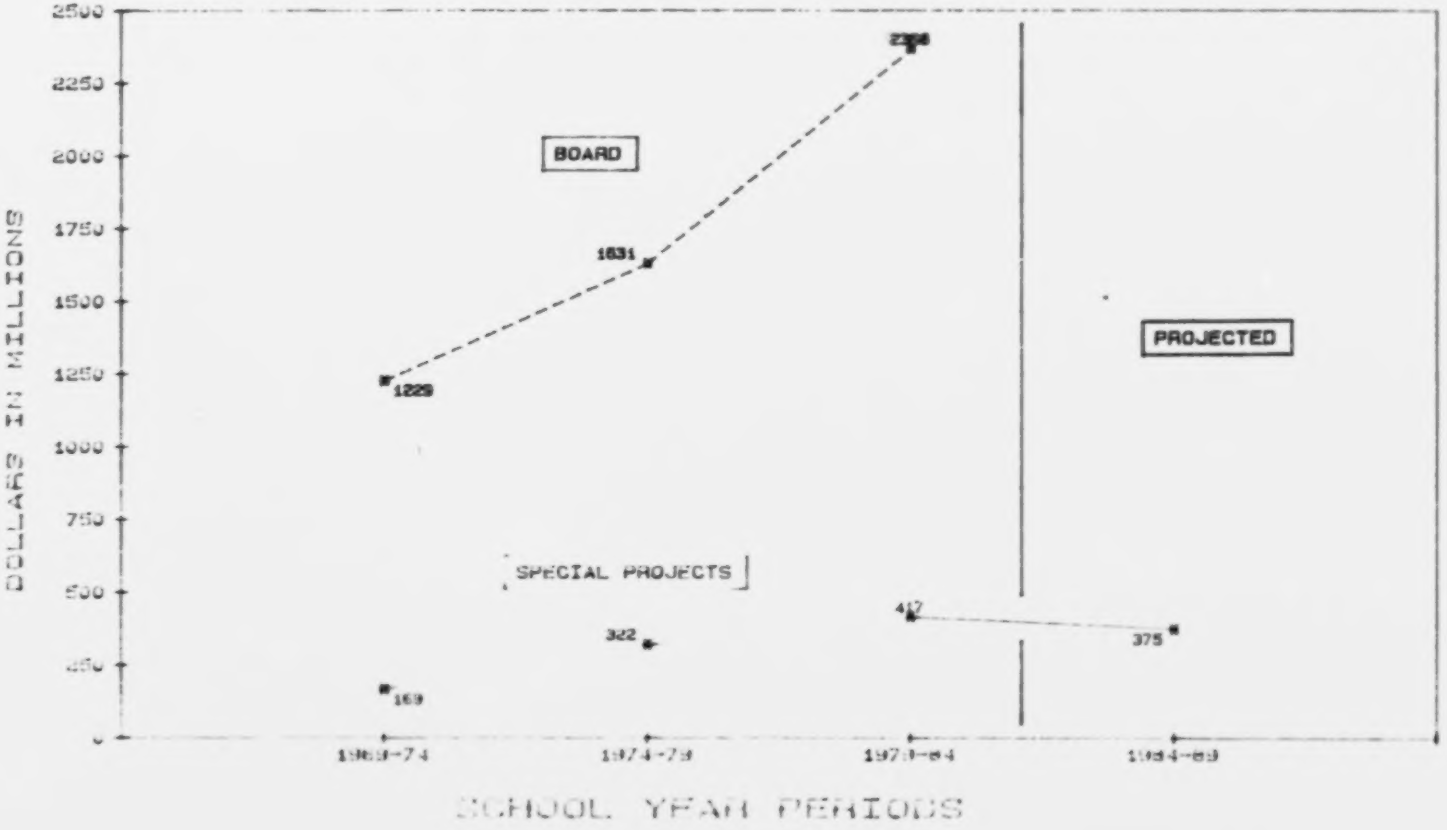


FIGURE 84-A-17
SPECIAL PROJECTS FUNDING
1979-89

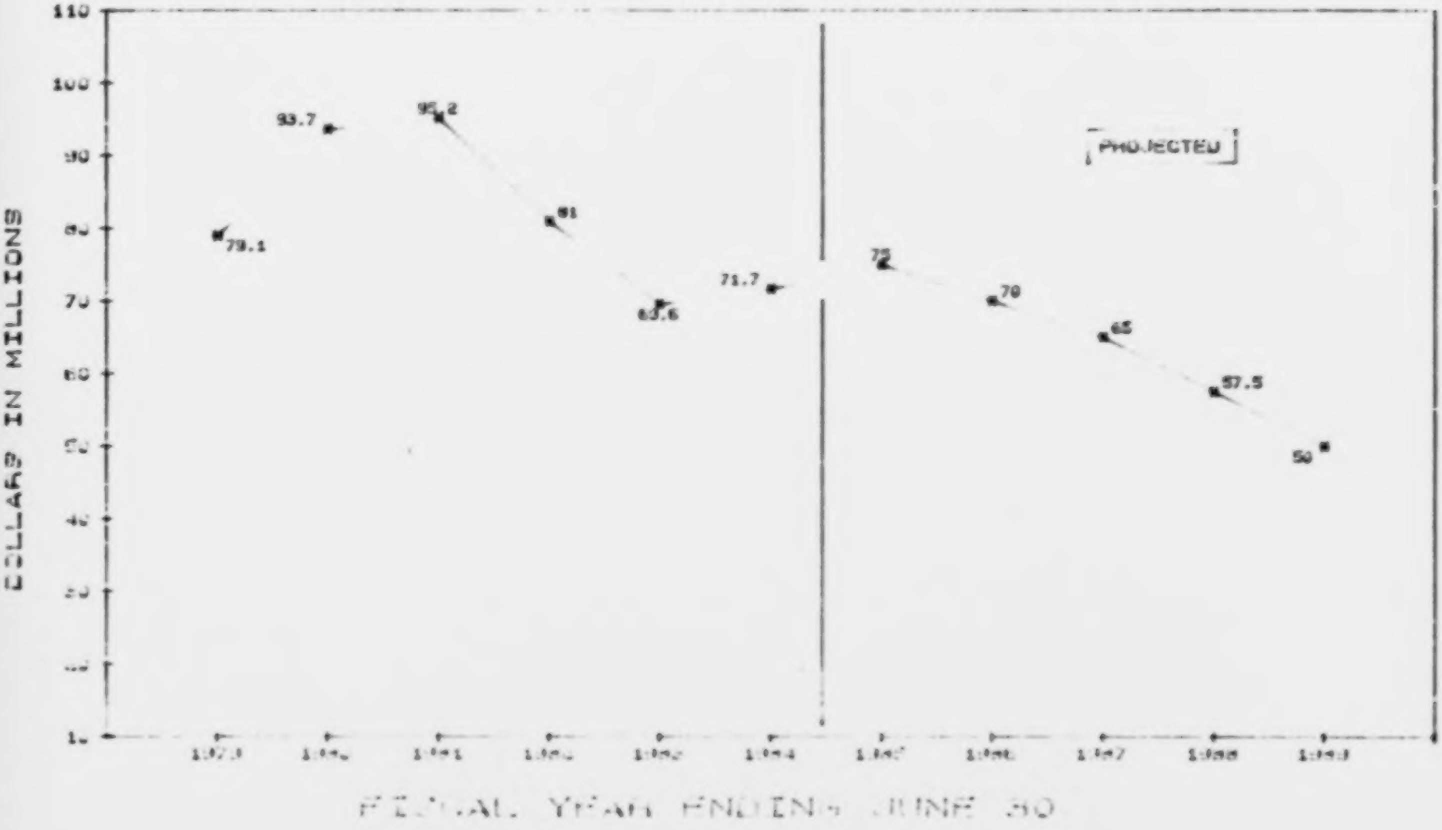
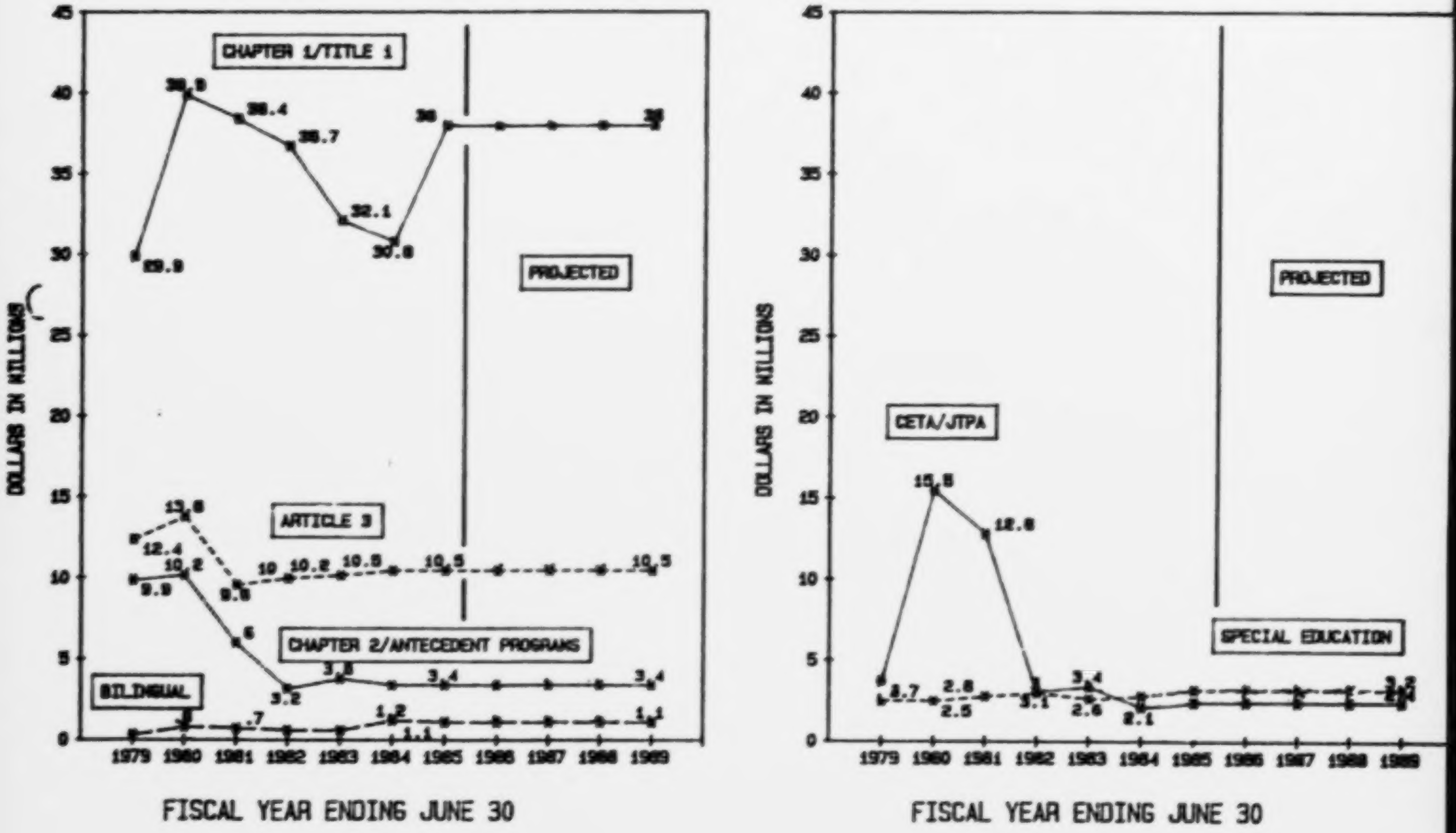


FIGURE 84-A-18
SPECIAL PROJECTS FUNDING
BY MAJOR CATEGORICAL PROGRAM
1979-89



NOTE: Some programs such as Adult Education, Follow Through and Computer Literacy are not shown.

FIGURE 84-A-19
SPECIAL PROJECTS EXPENDITURES BY GRADE LEVEL SERVED IN PERCENT
1983-84

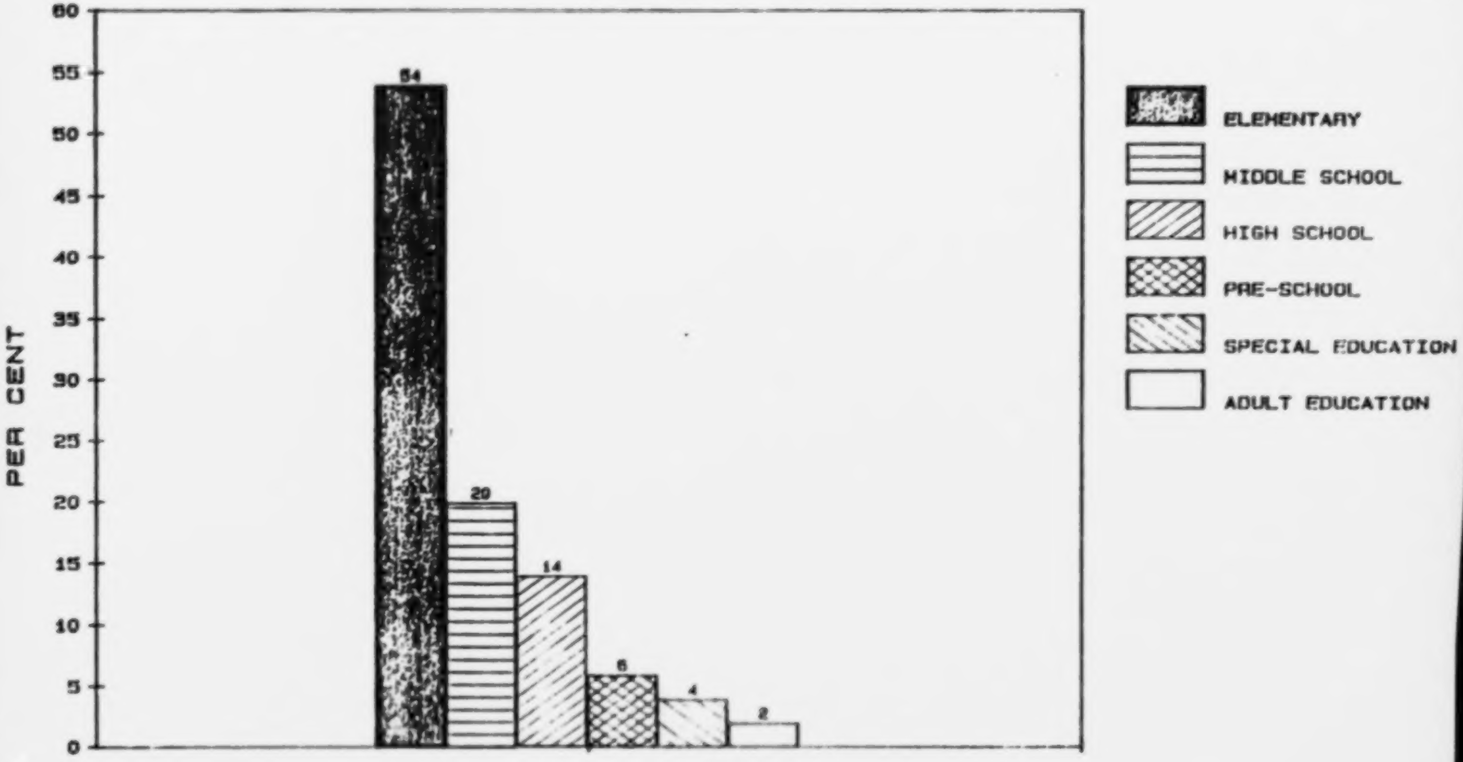


FIGURE 84-A-20
SPECIAL PROJECTS EXPENDITURES BY TYPE OF SERVICE IN PERCENT
1983-84

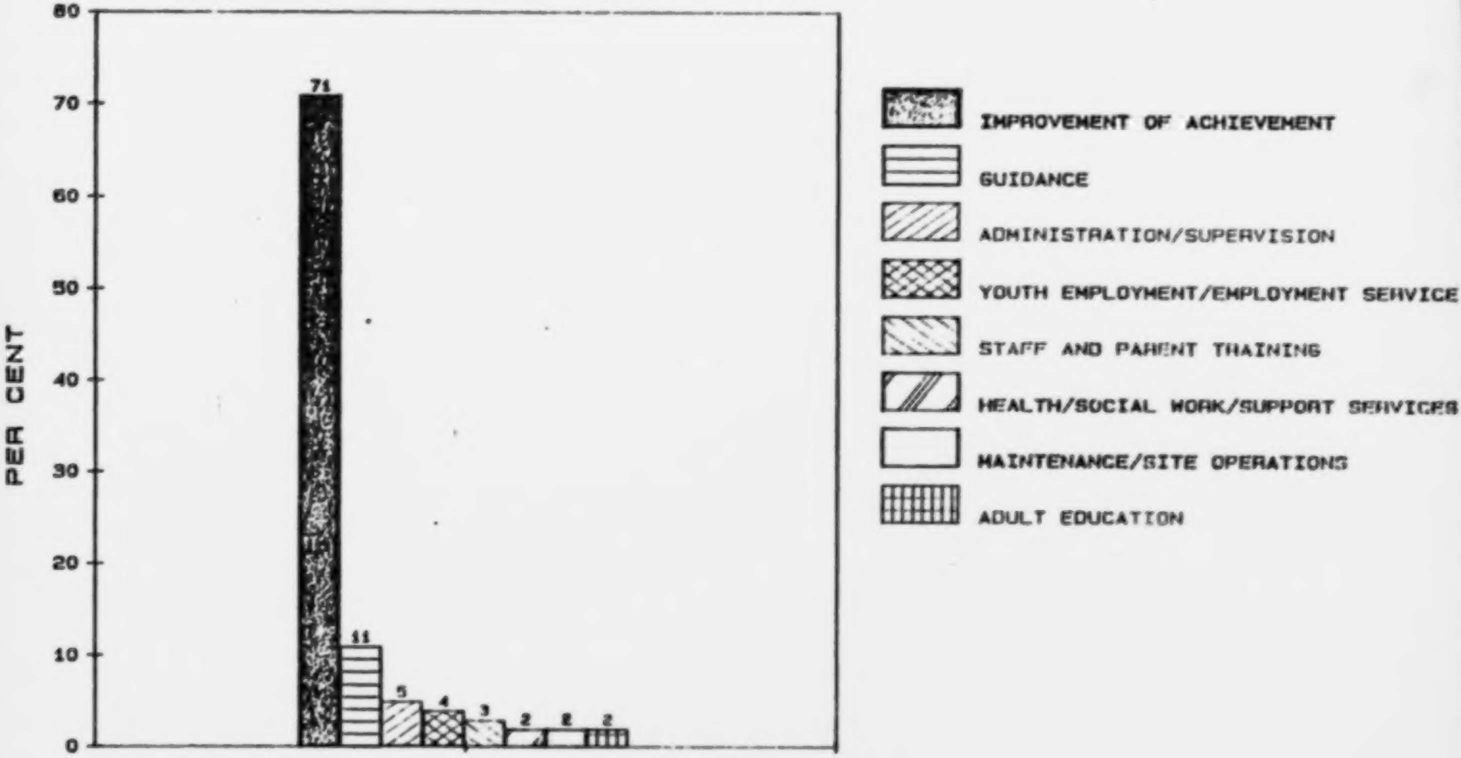


FIGURE 84-A-21
SPECIAL PROJECTS EMPLOYEES
BY PERSONNEL CATEGORY IN PERCENT
1983-84

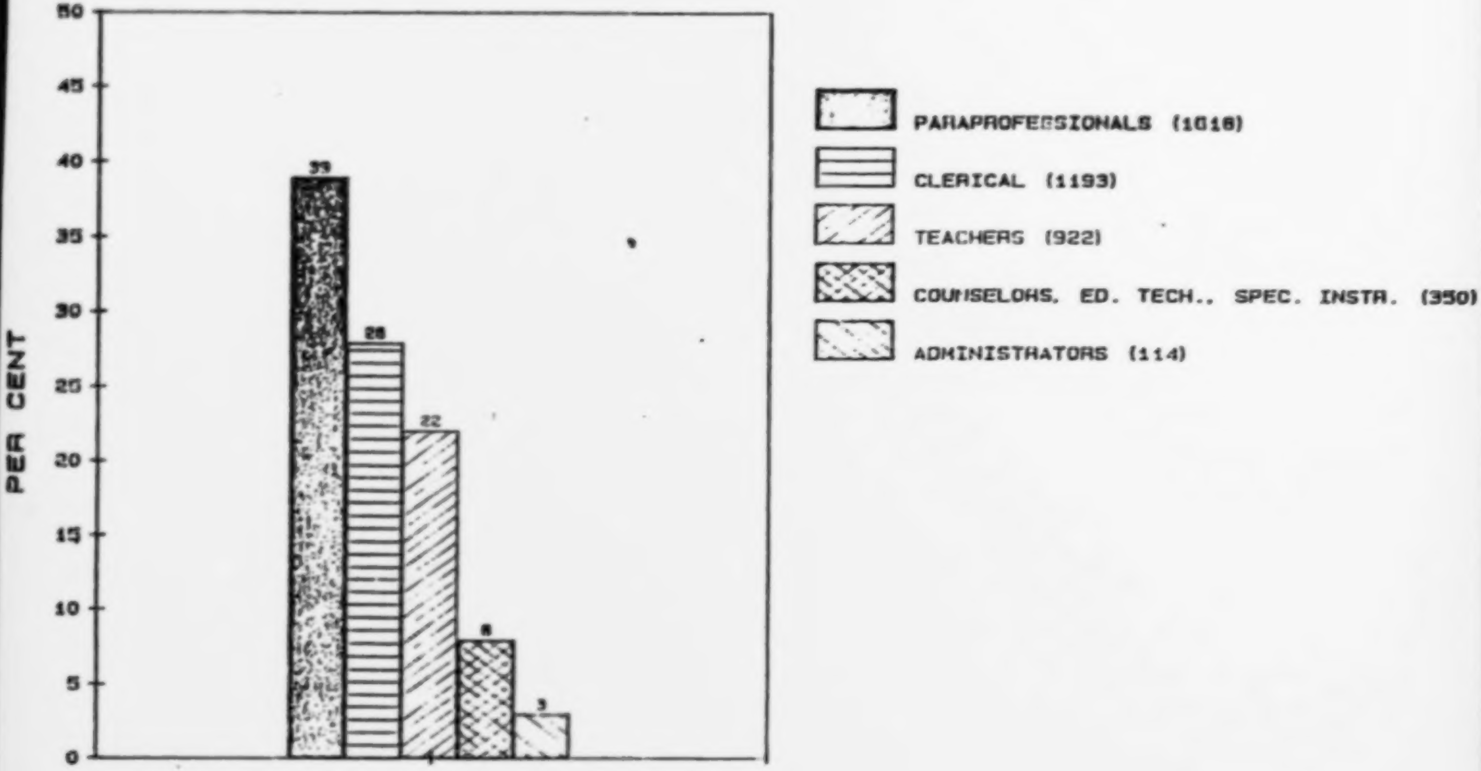


TABLE 84-A-22
DESEGREGATION COURT ORDER
FUNDING FOR EDUCATIONAL COMPONENTS
1981-88

Year	Reading	In-Service	Testing	Guidance/ Counseling	Total	Share of Milliken, et al
1981-82	4,782,601	687,818	451,339	7,408,211	13,329,969	6,664,984
1982-83	4,291,668	465,105	451,339	6,777,067	11,985,179	5,992,589
1983-84	4,046,237			6,389,501	10,435,738	5,217,869
1984-85	3,803,542			6,006,256	9,809,798	4,904,899
1985-86	3,557,537			5,617,783	9,175,320	4,587,660
1986-87	3,314,310			5,233,699	8,548,009	4,274,004
1987-88	3,069,259			4,846,731	7,915,990	3,957,995
TOTAL	26,865,154	1,152,923	902,678	42,279,248	71,200,003	35,600,000

SOURCE: Stipulation of the Parties Regarding Funding and Implementation of the Court-Ordered Educational Components, Attorney Fees and Costs, United States District Court, Eastern District of Michigan Southern Division, June 29, 1981

PART II SOCIAL

SECTION B STUDENTS

PART II SOCIAL

SECTION B STUDENTS 3

ENROLLMENT--GRADES K-12

84-B-1 TOTAL GRADES K-12 ENROLLMENT 22
1979-90

84-B-2 TOTAL GRADES K-12 ENROLLMENT 23
BY DIVISION
1976-90

84-B-3 ELEMENTARY ENROLLMENT 24
GRADES K-3
1976-90

84-B-4 ELEMENTARY ENROLLMENT 25
GRADES 4-5 AND TOTAL
1976-90

84-B-5 MIDDLE SCHOOL ENROLLMENT 26
GRADES 6-8 AND TOTAL
1976-90

84-B-6 HIGH SCHOOL ENROLLMENT 27
GRADES 9-12
1976-90

84-B-7 TOTAL HIGH SCHOOL ENROLLMENT 28
1976-90

84-B-8 ENROLLMENT BY HIGH SCHOOL 29
1978-84

ENROLLMENT--RACIAL ETHNIC DISTRIBUTION

84-B-9 ENROLLMENT 32
RACIAL-ETHNIC DISTRIBUTION IN PERCENT
1976-90

84-B-10 ENROLLMENT 33
RACIAL-ETHNIC DISTRIBUTION
OTHER THAN BLACK, 1979-90

84-B-11 NUMBER OF SCHOOLS HAVING MINORITY STUDENTS 34
BY PERCENTAGE GROUPS
SEPTEMBER, 1983

84-B-12 ENROLLMENT 35
PERCENT OF MALE AND FEMALE STUDENTS
BY DIVISION, 1976-90

ENROLLMENT--SPECIAL EDUCATION

84-B-13 SPECIAL EDUCATION ENROLLMENT 38
SELF-CONTAINED STUDENTS
1976-90

84-B-14 SPECIAL EDUCATION ENROLLMENT 40
SELF CONTAINED STUDENTS
1974-84

84-B-15 SPECIAL EDUCATION ENROLLMENT 42
BY PROGRAM
FEBRUARY, 1984

84-B-16 SPECIAL EDUCATION ENROLLMENT 44
COMPARISON OF NUMBER OF STUDENTS
BY DISABILITY IN BASIC CLASSROOM PROGRAMS
1974-75 AND 1983-84

84-B-17 SPECIAL EDUCATION ENROLLMENT 46
NUMBER OF STUDENTS RECEIVING TEACHER
CONSULTANT SUPPORT SERVICES, 1976-84

84-B-18 SPECIAL EDUCATION ENROLLMENT 48
COMPARISON OF NUMBER OF STUDENTS, BY DISABILITY
RECEIVING TEACHER CONSULTANT SUPPORT SERVICES, 1974 and 1984

84-B-19 SPECIAL EDUCATION ENROLLMENT 50
NUMBER OF STUDENTS RECEIVING SUPPORT SERVICES
FROM TEACHER OF THE SPEECH AND LANGUAGE IMPAIRED, 1976-84

84-B-20 SPECIAL EDUCATION ENROLLMENT 52
BY SCHOOL
1978-84

84-B-21 SPECIAL EDUCATION ENROLLMENT 54
NUMBER OF SPECIAL EDUCATION SCHOOLS (EXCLUDES TRAINABLE
CENTERS FORMERLY OPERATED BY WCISD), 1972-84

84-B-22 SPECIAL EDUCATION ENROLLMENT 56
NUMBER OF SPECIAL EDUCATION FOR STUDENTS WHO ARE TRAINABLE
MENTALLY IMPAIRED, 1974-84

ENROLLMENT--ALTERNATIVE SCHOOLS

84-B-23 ENROLLMENT
ALTERNATIVE SCHOOLS AND PROGRAMS 60
1978, 1983, 1984 (PROJECTED)

ENROLLMENT--ADULT EDUCATION

84-B-24 ADULT EDUCATION
RELATIONSHIP OF MEMBERSHIP GROWTH TO INCREASED FULL TIME
ADMINISTRATIVE ASSISTANCE 62
1963-86

84-B-25 ADULT EDUCATION
NUMBER OF SECONDARY CREDENTIALS AWARDED BY DPS
COMPARISON OF DAY SCHOOL AND ADULT EDUCATION 63
1979-82

84-B-26 ADULT EDUCATION
PROJECT C3 OUTREACH GROWTH IN F.T.E. 64
1970-83

84-B-27 ADULT EDUCATION
ADULT SECONDARY OUTREACH GROWTH IN F.T.E. 65
1971-83

84-B-28 ADULT EDUCATION
EVENING AND ADULT DAY SCHOOL GROWTH IN F.T.E. 66
1968-83

PUPIL MOBILITY

84-B-29 PUPIL MOBILITY
TOTAL MEMBERSHIP TRANSACTIONS
BY PERCENT 68
1979-89

84-B-30 PUPIL MOBILITY
MEMBERSHIP TRANSACTIONS BY GRADE 69
1982-83

84-B-31 PUPIL MOBILITY
TOTAL INVOLUNTARY AND VOLUNTARY LOSSES 70
1979-89

84-B-32 PUPIL MOBILITY
SUMMARY OF INVOLUNTARY AND VOLUNTARY LOSSES BY GRADE 71
1982-83

ATTENDANCE

84-B-33 AVERAGE DAILY ATTENDANCE
FIRST SEMESTER, BY DIVISION 74
1979-89

84-B-34 ATTENDANCE, AVERAGE DAILY
BY DIVISION, BY GRADE 75
DECEMBER, 1983

84-B-35 ATTENDANCE, AVERAGE DAILY
BY HIGH SCHOOL 76
1979-83

84-B-36 ATTENDANCE
HIGH SCHOOLS COMPARED TO CITY AVERAGE
AVERAGE DAILY ATTENDANCE........ 77
DECEMBER, 1983

NONPROMOTIONS

84-B-37 NONPROMOTIONS
PERCENTAGE BY GRADE........ 80
1983-84

EXCLUSIONS, SUSPENSIONS, EXPULSIONS

84-B-38 TOTAL EXCLUSIONS BY DIVISION 82
1978-89

84-B-39 NUMBER OF EXCLUSIONS
BY HIGH SCHOOL........ 83
1979-89

84-B-40 TOTAL SUSPENSIONS BY DIVISION 84
1979-89

84-B-41 NUMBER OF SUSPENSIONS
BY HIGH SCHOOL 85
1979-89

84-B-42 TOTAL EXPULSIONS BY DIVISION 86
1979-89

84-B-43 NUMBER OF EXPULSIONS
BY HIGH SCHOOL 87
1979-89

84-B-44 EXPULSIONS
ACTION TAKEN 88
1982-83

DROPOUTS

84-B-45 PERCENT OF STUDENT DROPOUTS
TOTAL FOR GRADES 9-12 90
1976-89

84-B-46 PERCENT OF STUDENT DROPOUTS
GRADES 9-12 91
1979-89

84-B-47 PERCENT OF STUDENT DROPOUTS, GRADES 9-12
BY SEX 92
1979-89

84-B-48 PERCENT OF STUDENT DROPOUTS
BY RACE 93
1979-89

84-B-49 DROPOUTS
PERCENT BY HIGH SCHOOL 94
1979-89

84-B-50 DROPOUTS
HIGH SCHOOLS
RANK BY PERCENT 95
1982-83

84-B-51 DISTRIBUTION OF HIGH SCHOOL STUDENTS BY AGE 96
JUNE, 1983

84-B-52 1980-81 NINTH GRADE SURVIVAL INTO 1983-84 97

84-B-53 COMPARISON OF NUMBER OF STUDENTS IN GRADE 12 AND GRADUATES TO TOTAL IN AGE GROUP 98

84-B-54 RETENTION BY PERCENT COMPARED TO AGE 99

UNDESIRABLE INCIDENTS

84-B-55 UNDESIRABLE INCIDENTS BY TYPE OF REPORT 102
1979-89

84-B-56 UNDESIRABLE INCIDENTS BY TYPE OF REPORT 103
1979-81

84-B-57 UNDESIRABLE INCIDENTS BY TYPE OF INCIDENT.......... 104
1983-84

84-B-58 UNDESIRABLE INCIDENTS WEAPONS SEIZED 105
1983-84

84-B-59 UNDESIRABLE INCIDENTS NUMBER OF ARRESTS, BY TYPE.......... 106
1983-84

SECTION B STUDENTS

SECTION B STUDENTS

OVERVIEW

The main purpose of DPS is to educate students. Therefore, it is extremely important to understand how many students will be serviced during the next five years. It is also essential to be aware of certain characteristics or forces which impact upon students.

Enrollment

The enrollment of the DPS in 1965 was reported at 295,177 students; by 1970 the enrollment had declined to 286,057; by 1980 to 211,825; and by 1983 enrollment declined to 196,218. Enrollment is expected to continue to decline into the forseeable future and approach about 146,600 by 1990.

Enrollment - - Grades K-12

The loss in enrollment in DPS across elementary, middle and secondary shools has been a relatively steady decline. Enrollment in K-5 during 1976 was 113,794 declining to 88,781 by 1983, a loss of 25,013 students equal to about 22%. The decline in enrollment is expected to continue to about 72,596 by 1990. The expected loss between 1983 and 1990 being about 16,185 equal to about 18.2%. The total decline from 1976 through 1990 is expected to approach 141,200 equal to about 36.2%.

Enrollment in middle school grades 6-8 during 1976 was 52,869 dropping to 47,309 by 1983, a drop of 5560 equal to about 10.5%. The decline in enrollment is expected to continue through 1990 with expected enrollment at about 34,862, a drop of 12,447 students since 1983 equal to 26.3%. These data show that middle school enrollment reached a low point during 1980 of 46,837 and has been roughly the same for the past four years 1980-84. Eighth grade enrollment between 1976-83 dropped from 17,457 to 14,728 equal to 2729 students or about 15.6%; whereas seventh grade students dropped from 17,780 to 16,335 equal to 1445 students or about 8.1%. Sixth grade students dropped from 17,632 to 16,246 equal to 1386 students or about 7.9%. Thus, the drop in enrollment for eighth grade students approaches the drop of sixth and seventh grade students combined, 2729 for grade eight and 2831 for grades six and seven combined.

SECTION B STUDENTS

Enrollment in DPS high schools was 61,602 in 1976 dropping to 48,775 in 1983, a drop of 12,827 students equal to 20.8%. The decline in enrollment is expected to continue through 1990 with enrollment of about 39,184 students, a drop of 9591 students or about 19.7% between 1983 and 1990.

The enrollment drop between grades nine and twelve appears to be significantly different. These patterns may be in part due to school retention policies especially for grade nine. Between 1976 and 1983 the enrollment in grade nine ranged from a high of 21,749 in 1977 to a low of 16,717 in 1982 and back up to a new high of 22,112 in 1983. Thus a steady drop was occurring between 1977 and 1982; however, during 1983 ninth grade enrollment was slightly less than for 1977, probably due to current retention policies.

However, enrollment projections suggest a decline for grade nine from 20,619 students in 1984 to about 15,428 in 1990, a loss of 5,191 students or about 23.5%.

For grade ten students the loss in enrollment between 1976 and 1983 was from 17,216 to 12,847, a loss of 4,369 students or about 25.4%. The decline is expected to continue and by 1990 tenth grade enrollment is expected to be about 11,486, a drop of about 1361 students during the next seven years. However, these data can be misleading because of school retention and other similar activities causing a bunching to occur at grades nine and ten. The expected enrollment in grade ten will increase significantly from 12,847 in 1983 to 15,478 in 1984 and then begin to drop to 11,486 by 1990. The expected middle school enrollment between 1984 and 1989 will mimmic the enrollment pattern between 1977 and 1983.

The enrollment pattern for grade eleven shows a decline from 12,935 in 1976 to about 10,713 in 1978 through 1982 and finally dropping to 9040 in 1983. The overall drop from 12,935 in 1976 to 9040 in 1983 was 3895 students equal to 30.1%. The decline is expected to continue through 1984 with student enrollment dropping to 8350; however, beginning in 1985 enrollment is expected to increase to 10,061 and then begin to decline to 7808 by 1990. Between 1985 and 1989 the membership pattern in middle schools is expectd to be similar to that experienced during 1982 and 1983.

SECTION B STUDENTS

The enrollment in grade twelve shows a drop from 10,020 in 1976 to 9093 in 1977 remaining about the same for 1978, 9066, dropping to 7346 for 1979, remaining roughly the same for 1980 to 1982 averaging about 7,130 students followed by a district drop to 4,776 in 1983. The overall drop between 1976 and 1983 from 10,020 to 4,776 represents a loss of 5,244 students equal to 52.3%. The expected enrollment suggests a continuing decline through 1985 to 4,175 followed by an increase to 5,031 in 1986 and then a continued decline to 4,462 in 1990. The enrollment pattern expected for grade twelve between 1984 and 1990 will be similar to that exerienced during 1983 with the exception of 1985 when the lowest enrollment is expected, about 4,175 students.

Looking at the enrollment pattern in a longitudinal manner tends to show an entirely different picture. The drops in enrollment from grade nine through grade twelve points to the seriousness of the dropout problem. During 1976 enrollment in grade nine was 21,431 and for grade 12, 10,020 representing a senior to freshman ratio of 0.467. The ratio of seniors to freshman for 1976-1990 are shown below:

Year	Senior/Freshman
1976 *	0.467
1977	.418
1978	.438
1979 *	.357
1980	.352
1981	.366
1982 *	.425
1983 *	.216
1984	.219
1985 *	.198
1986	.248
1987 *	.239
1988	.279
1989	.281
1990 *	.289

The senior to freshman ratios showed a U shaped pattern dropping from 0.467 in 1976 to 0.352 in 1980 and increasing back to 0.425 in 1982; however, beginning in 1983 with the significant drop in the number of seniors to 4,776 and the large increase in the number of freshmen to 22,112 the ratio dropped to 0.216, i.e., the size of the senior class was equal to only 21.6% of the size of the freshman class. This ratio is expected to reach a low point of 0.198 in 1985 and slowly climb to 0.289 by 1990. Similar ratios could be calculated to show the changes for other grade combinations.

These data show that the number of seniors expected in DPS compared to the number of freshmen will be in the zone of 20 to 29% during the years 1984-1989 suggesting that about 70 to 80% of the students in grade nine will drop out by grade 12 if conditions are not changed.

Enrollment - Racial-Ethnic Distribution

The racial ethnic distribution of DPS in 1976 showed that 79.3% were black, 18% white and about 2% other, consisting of hispanic, asian, and American Indian. By 1983, the blacks had increased to 87.4%, whites decreased to 10.4%, and others increased approaching 2.2%. By 1990 the percent of black students in Detroit is expected to increase to 93%, whites to drop to 4.9% and percent of others to remain at about 2.1%.

The number of whites in DPS decreased rapidly between 1976 to 1978, dropping from 44,614 to 31,317 equal 13,297 students about 29.8%. The rate of decline for whites began to slow during 1979 and remained fairly steady betwen 1979 through 1982. The decline apprears to be slackening if the data from 1983 are used to suggest a change in trend. The projected number of whites in DPS by 1990 using a straight line projection of these data suggests the number will be about 4,639. A second projection using the percent of whites to be about 4.9% in 1990 with a student population of some 146,000 suggests the number to be 7,183. A third projection using a percent decline based upon the decline from 1978 through 1983 suggests the number to be about 11,536. Thus the most probable value for the number of white students is probably in the range of 7,200. If this is true, the number of blacks would then be about 136,300, and others about 3,100.

SECTION B STUDENTS

During 1983, 132 schools in Detroit constituting 48.5% of DPS schools had minority enrollments between 90-99%. Another 31 schools or 11.4% had minority enrollments of 100%. Thus 59.9% of DPS had minority enrollments in excess of 90%. Furthermore, 29 schools, or 10.7% had minority enrollments of 80-90% and another 28, 10.3% had minority enrollments of 70-79%. According to these data 80.9% of DPS schools have minority enrollments exceeding 70% with minority enrollments in the other 9.1% of the schools ranging from 20 to 69%. With black enrollment expected to increase overall by about 6.3% between 1983 and 1990 the percent of schools with very high percent minority enrollment is expected to continue to increase.

Enrollment - Special Education

The number of students in special education in 1976 totaled 6,626 and following a steady upward climb reached 11,665 by 1982. In 1983 the number dropped to 11,353 and is expected to remain so until about 1987 when a slight increase to 11,700 is expected and the number is expected to hold at 11,700 until 1990. Figures 84-B-13 through Figure 84-B-22 describe the special education situation in detail.

The dramatic increase in the number of students being placed in special education self contained classrooms has been slowed with the implementation of criteria during 1981-84. Furthermore, there has been a significant decline in the number of students placed in Educable Mentally Impaired programs traditionally, a high abuse area in special education with over representation of minority males. Efforts need to be made to reduce the major increase in the number of students being placed in Learning Disabled classes.

Enrollment - Alternative Education

The trend to alternative schools and programs has enabled many students to have educational programs more in line with their needs. During 1978, 1,063 students attended programs of this type in four schools operated by DPS. By 1983, the number of students served increased to 2,239 with projections for 1984 being about 2,475 students. The rate of increase appears to have been about 16% yearly compounded. If this trend continues, the number of students expected by 1988 would be about 4,700.

SECTION B STUDENTS

Enrollment - Adult Education

The number of students in DPS adult education classes has increased 900% from about 1,540 FTE in 1963 to about 13,600 in 1983. The trend is expected to continue with the number of adult FTE's expected by 1988-89 to be about 20,000. Currently over 50,000 individual adults are served by the Adult Education Department each year.

The number of secondary credentials awarded by DPS represents a significant percentage of the total. During 1979, the total number of secondary credentials awarded by DPS was 10,816 of which 3,242, or about 30% were from adult education. The percentage for 1979 through 1983 remain very close to 30%, or about 3 out of 10 secondary credentials awarded go to adult education students. These data suggest that more than 30% of the adult education students complete the program.

Since about 1976, the year the state aid act was changed, the number of FTE students participating in adult education secondary outreach programs has increased from about 2021 in 1976 to about 3266 in 1984.

The number of students in the evening adult education program is considerably greater than for the day program; however, the numbers are changing rapidly. The day program has experienced a major increase in the number of students from about 750 FTE's in 1968 to 3050 in 1983. If this trend continues, the expected number of FTE adult day program students would exceed 4800 by 1988-89.

The number of FTE students in the evening adult education program has shown an erratic pattern between 1970 and 1979. However, since 1979 the number of students has increased from 2,400 FTE's in 1979 to about 4,294 in 1983. If this recent trend continues, the number of evening adult education students could essentially double during the next five years, if staff and facilities are available, to almost 8,500.

SECTION B STUDENTS

State aid funding arrangements make adult education financially advantageous to the district since only 25 to 50% of the millions of dollars generated are consumed by the program. There was $19,000,000 excess in 1983-84. Furthermore, the adult population, not having a high school diploma and available to be served, numbers over 350,000. Additional hundreds of thousands of adults require literacy training, English as a second language and/or vocational training or retraining.

Some questions related to adult education which DPS needs to answer are as follow:

1. Should adult education programs be upgraded commensurate with the needs of the adult population and the resources that could be directed toward their educational assistance?
2. Should the level of support, both financial and professional, for adult education programs be increased commensurate with its important potential financial advantages?
3. Should the level and types of adult educational services be expanded into less financially profitable areas but where the needs continue to be great, e.g., programming for high school graduates with limited skills, parents, senior citizens, the handicapped, etc.? Should avocational, leisure time and enrichment classes be offered and/or expanded?
4. Should "full service" intervention centers to assess, counsel, academically and vocationally train and then place adults, be developed throughout the district?
5. Should linkages and partnerships between the district and other institutions, agencies and businesses involved with adults be expanded and deepened?

Pupil Mobility

Between 1979-80 and 1981-82 student mobility in percent increased from 40.5% to 50.7%; however, during 1982-83 overall mobility experienced a sharp increase from 50.7% to 78%. During 1982-83 total percent transaction, although 78% overall, these transactions varied from 41.3% for the 12,022 students in kindergarten to 159.1% for the 6,093 students in special education. The three highest grades for transactions were special education 159.1%, grade 9 with 137.3% and grade 12 with 130.8%. If the current trend continues, these data suggest that total membership transactions are going to approach almost 100% unless intervention takes place.

SECTION B STUDENTS

Voluntary losses of students between 1980-81 and 1982-83 dropped from 12,476 to 10,048. The greatest reason for voluntary losses is from graduation 64.08%, 31.47% due to over compulsory school age, other voluntary category 3.72% all other factors combined 0.73%. The trend is downward which may be an undesirable statistic since a drop in graduates would cause the index to drop as well as dropping students who are over age.

Involuntary losses between 1980-81 and 1982-83 remained essentially the same. The trend appears to be suggesting the same will continue.

Attendance

After increasing from 89.7 to 90.9% from 1979-80 to 1980-81 average daily attendance at elementary schols has been dropping from 90.9% in 1980-81 to 86.6% in 1983-84. The trend line suggests a rapid decline in percent attendance equal to 4.3% decline during the past three years. Elementary attendance is by far the highest for DPS when compared with middle and high schools.

The pattern of attendance for middle schools is similar to that for elementary except the percentages are lower by 3 to 4%. Percent attendance for 1979-80 was 85% increasing to 86.9% for 1980-81, dropping to 85.8 in 1981-82, increasing back to 86.6 in 1982-83 and dropping rapidly to 83.1% during 1983-84. The trend at present is downward having dropped 3.5% during 1983-84.

The percent attendance for high schols is erratic. During 1979-80, attendance at high schools increased from 79.4% to 82.7% dropping rapidly to 76.5%, back up to 82.5% in 1982-83 and finally dropping slightly to 81.9% during 1983-84. There appears to be no distinct trend shown by these erratic data other than that the percent of attendance at high schools is lowest for types of schools.

The trend for attendance for special education shows attendance to have slight variations, nothing significantly upward or downward. Percent attendance is in the zone of 83-84% plus.

SECTION B STUDENTS

The trend for attendance for pre-kindergarten is decidedly downward dropping from 83.2% during 1980-81 to 77.1% for 1983-84, a drop of 61.7% during these past four years.

Nonpromotions

Nonpromotions in DPS elementary schools suggests a condition typical of a normal distribution where the largest percentage of nonpromotions is occurring at grade 2, about 12.5% during 1983-84.

In middle school, highest nonpromotions are taking place during grade 6 and 7, 8.3 and 8.4% respectively.

The largest percent of nonpromotions is occurring during the ninth, tenth and eleventh grades with 34%, 44%, and 35.5% respectively having occurred during 1983-84. Even though the percent retentions for grade 12 is the lowest for the high school grades, the percent is still higher than for any of the elementary and middle school grades.

The overall percent of nonpromotions for all grades is 14.4%, or one out of every seven students in DPS is not being promoted. The lowest levels of nonpromotion appears to occur in those grades where the student will go on to another level of school or out into the world. These grades are grade 5, 3%; gradee 8, 8.4%; and grade 12, 12.9%. In each case the percent retention is well below that for the preceding grade group.

Exclusions,, Suspensions, Expulsions

Suspensions

Total suspensions in elementary schools were 539 in 1979-80 remaining essentially the same for 1980 and 81, increasing to 704 in 1982 and dropping to 636 in 1983. The overall trend suggests that the number of suspensions is increasing at a rate of about 35 students per year. If this trend continues the expected number of suspensions by 1988-89 would approach 869.

SECTION B STUDENTS

Total suspensions in middle schools numbered 1622 in 1979 dropping rapidly to 1237 in 1980; however, since 1980 total suspensions have shown a steady increase to 1742 in 1983. The yearly increase since 1980 has been 184. If this trend continues, total middle school suspensions would approach 1,874 in 1988-89.

Total suspensions in high school were 2,694 in 1979 dropping to a low point of 2,353 in 1981 and have been increasing since 1981 to 2,901 by 1983. The average yearly increase between 1981 and 1983 has been 274 suggeting that by 1989-90, high school suspensions would be in the zone of 4,270.

Combining these suspension data for all schools shows that in 1979 total suspensions numbered 4,855 dropping to a low point of 4,215 in 1981, and increasing rapidly to 5,039 in 1982 and reaching a high point of 5,279 in 1983. These data, using the trend beginning in 1981, suggests that total number of suspensions would exceed 8,000 by 1988-89.

Expulsions

During 1982, 96 cases regarding expulsions were recommended for central review and by 1983 the number of cases increased to 139.

Of the 96 cases recommended for central review during 1982, 75 students were expelled, 6 adjusted to suspension or cancelled without penalty and 15 are pending. Based upon these data, of the 96 cases recommended for central review, about 78.13% resulted in suspensions, 6.25% were adjusted to suspensions or cancellations without penalty and 15.62% were pending.

Of the 135 cases recommended for central review during 1983, 72, or 53.33%, resulted in expulsions 34, or 25.19%, were adjusted to suspensions or cancelled without penalty and 29, or 21.48% were pending.

These data suggest that of the number of cases recommended for central review are increasing; however, the percent of cases resulting in expulsion are decreasing, resulting in an increase in the percent of cases where adjustments to suspension or cancellation without penalty and cases pending.

SECTION B STUDENTS

Dropouts

During the period 1976 to 1982, the percent of students dropping out of DPS showed an overall steady decrease from 12.2 to 5.6, with one exception occurring during 1979 when a large peak of 17.5% took place. If the overall trend does not include the 1979 peak, the downward trend is equal to about 12.17% per year compounded. If this trend continues, the expected percent of total dropouts for grades 9-12 would be about 3% by 1988-89.

The percent of dropouts for DPS schools has been decreasing at all grade levels since 1980-81. During 1980-81, the highest percent of dropouts occurred in grade 10, 10.1% followed by grade 12, 9.7%; grade 11, 8.4%; and grade 9, 6.2%. By 1982-83, the picture had changed with grade 12 having the highest percentage 8.1; grade 10, 6.8%; grade 11, 6.5%; and grade 9, 4%. The overall percent of dropouts for grades 9-12 between 1980-81 and 1982-83 decreased from 8.4 to 5.6%.

Considering dropout rates by sex between 1980-81 and 1982-83 for grades 9-12, males had the highest percent starting at 9.5% and dropping to 6.6%; whereas, for females the beginning percentage ws 7.3% declining to 4.6% compared to the overall average with a starting percentage of 8.4% dropping to 5.6%. The downward trend for the two groups appears to be about the same.

For grades 9-12, dropouts by race shows whites, not hispanic origin, having the highest dropout rates, 11.8%, 12.5% and 11.0% for 1980-81, 81-82 and 82-83 respectively with a slight trend downward. The second highest racial group in terms of percent dropouts is the hispanics declining from 9.2% to 7.7% between 1980-81 and 1982-83. The third ranking group in terms of percent dropouts are blacks, not of hispanic origin, with dropout rates declining from 7.9% to 5% between 1980-81 and 1982-83. The fourth ranked racial group in terms of dropouts is Americn Indian or Alaskan Native dropping from 6.6% to 4.4% between 1980-81 and 1982-83 having reached a low point of 4% in 1981-82. Asians or Pacific Islanders have the lowest dropout rates of all the racial groups. The rate of dropouts among these groups is fairly constant with values of 3.8%, 3.1% and 3.6% for 1980-81, 1981-82, and 1982-83 respectively.

SECTION B STUDENTS

There is a considerable difference among DPS 24 high schools in terms of percent of dropouts ranging from 0.3% for Cass to 11.9% for Western for the year 1982-83; furthermore, the average percent dropout was 6.16%. The three high schols with the lowest percent dropout were Cass 0.3%, Renaissance 1.0% and Pershing 1.3%; whereas, the three schools with the highest percent dropouts were Western 11.9%, Finney 11.6%, and Denby 11.4%.

Grade 12 Students: 1970-71 Compared to 1980-81

A comparison of the number of students in grade 12 and graduates in 1970-71 and 1980-81 show the following differences:

1. The percent of students of the age group in grade 12 in 1970-71 was 46.1%; whereas in 1980-81 the percent has declined to 33.5%.
2. The percent of graduates in day school has declined from 49.2% in 1970-71 to 33.6% in 1980-81.
3. The percent of males graduating in day school has declined from 44.9% in 1970-71 to 29.2% in 1980-81; whereas, the percent of females graduating in day school has declined from 53.6% in 1970-71 to 38.0% in 1980-81.

The most significant differences appear to be in the percent of graduates in the evening school which has increased from about 2.0% in 1970-71 to 14.1% in 1980-81.

These data show the distinct reduction in the percent of students, both male and female, in grade 12 for 1980-81 when compared to 1970-71. Furthermore, these data show a major increase in the percent of graduating students in the evening school program.

Ninth Grade Survivals: Comparing City Wide High Schools with City Wide Middle Schools

The total retention rate for ninth grade students in city wide total high schools between 1980-81 and 1983-84 was 59.8% compared to the rate of 69.4% for students in city wide middle schools suggesting a 9.6% difference in favor of the middle schools. The corresponding loss rates for city wide total high schools was 40.2% with 30.6% for middle schools.

SECTION B STUDENTS

Undesirable Incidents

The total number of undesirable incidents in the DPS, as reported, consist of Form 63's, reports by DPS personnel, reports of theft and damage, reports by police and reports by security. In terms of incidents, Form 63 incidents represents the largest number of undesirable events varying from 64% to 74% of the total between 1980-81 and 1983-84. The second major category of undesirable incidents are the theft and damage reports constituting from about 15% to 24% of the total. The third category being, police reports which make up from about 6% to 16% of the total incidents. Because of changes, security reports are no longer reported as a separate category.

The number of Form 63 reports shows an erratic pattern with no distinct trend apparent which suggests the number of incidents will probably remain in the zone of about 3,400 incidents per year.

Theft and damage reports seem to be leveling off in the general zone of 900-950 incidents per year.

Police reports have dropped considerably since 1979 from 1,332 incidents to 267 in 1983-84 and appear to be remaining in the general zone of 250-280 incidents per year.

The total number of incidents reached a peak during 1980 of 5,433 followed by a two year drop to 3,966 in 1982-83 back to 4529 in 1983-84. The overall trend is very erratic but appears to have a general downward slope.

Undesirable incidents in DPS by type of incident for 1983-84 showed a total of 2,191 consisting of 708 assaults on students, 32.3%, 502 incidents of larceny or 22.9%, 490 cases of breaking and entering or 22.4%, 160 cases of malicious destruction of property or 7.3%, 147 incidents of assault on staff or 6.7%, 126 cases of criminal sexual conduct or 5.8%, 33 incidents of arson of 1.5%, 23 fights or 1.1% and 2 cases of extortion.

SECTION B STUDENTS

A total of 276 weapons were seized by DPS personnel during 1983-84 consisting of 32 guns or 11.6%, 174 knives or 63.0%, and 70 other miscellaneous weapons or 25.4%.

During 1983-84, 1159 arrests were made in DPS consisting of 298 unauthorized persons or 25.7%, 190 incidents of drugs or 16.4%, 105 arrests for assault and battery or 9.1%, 101 arrests for felonious assault or 8.7%, 96 robbery armed, 8.3%, 84 robbery not armed 7.2% and 285 arrests for miscellaneous activities or 24.6%.

Since these data on undesirable incidents by type, weapons seized and number of arrests are for 1983-84 only, no trends can be established.

SECTION B STUDENTS

Issues	Implications
1. Total enrollment in DPS has been declining since at least 1965 and is expected to continue to decline until at least 1990.	The continued decline in enrollment will reduce the general membership state aid for DPS directly by an amount equal to the Gross Membership Allowance for each student lost each year. Staff reductions will need to be made to keep the number of educational and noneducational personnel in line with needs. The number and types of courses will be impacted especially the low incidence classes such as calculus, advanced physics, advanced chemistry, certain languages, etc., which are the type where future needs will probably be much greater than current needs. State and federal categorical aid will be affected where the revenues are based upon membership. Physical facilities will have to be reduced in accordance with student losses.
2. The percent of minority students in DPS schools has been increasing with the black population expected to reach about 93%, whites to decline to about 4.9%, and others to remain at 2.1% by 1990; furthermore, 60% of the DPS schools have minority enrollments equaling or exceeding 90% and the trend is for even higher percentages in the future.	DPS will need to respond to an ever increasing percent of minority students with percent blacks reaching about 93%, whites declining to less than 5% and others about 2% resulting in more schools having more than 90% and many reaching 100% minority enrollments by 1990.

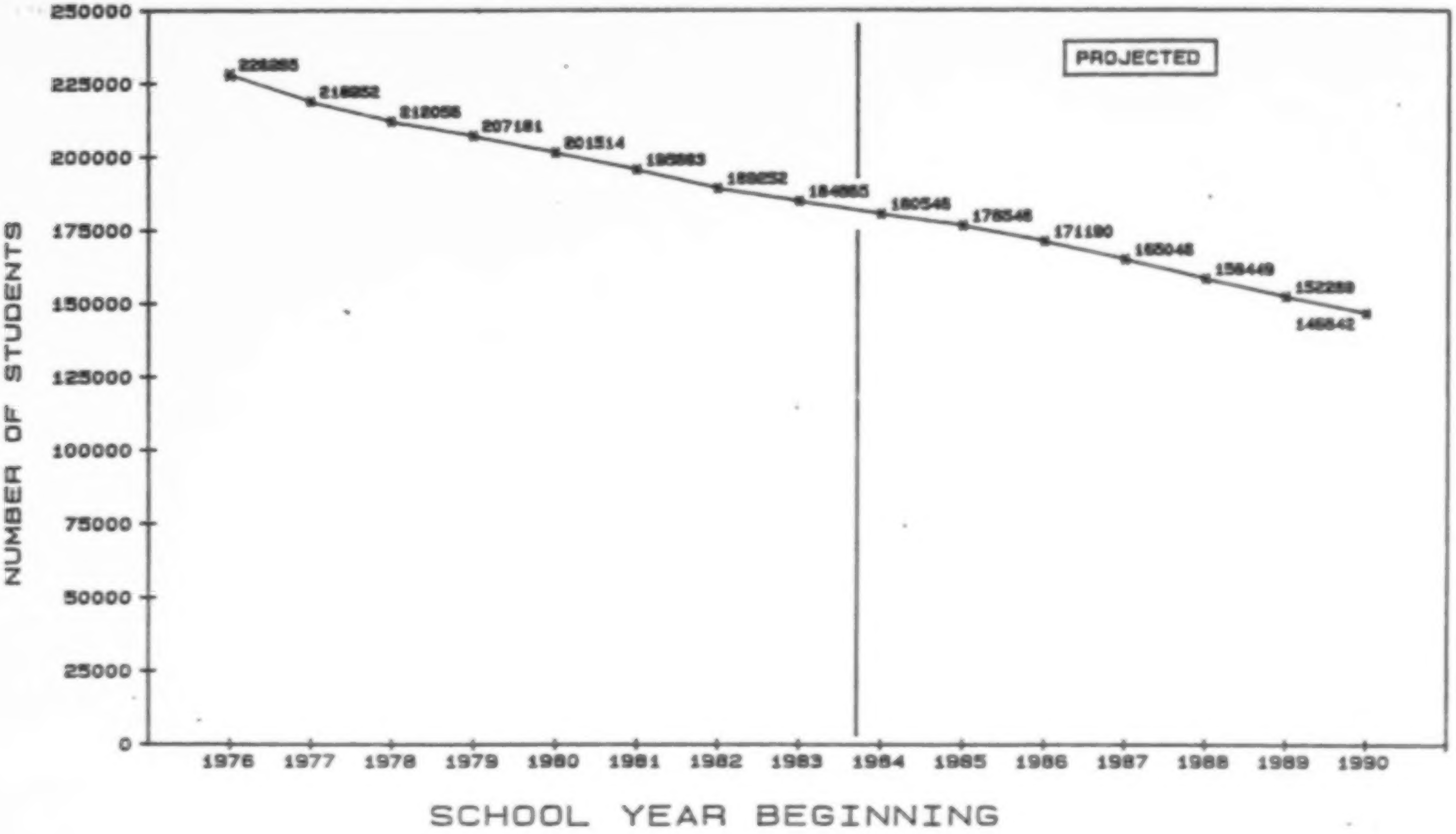
Issues	Implications
3. Although the total number of students is declining, the number of special education students is remaining about the same.	The need for special education programs will continue at their present level while the regular program is being cut back. Efforts need to be made to correct abuses in the improper placement of students in Learning Disabled classes similar to the efforts that reduced the abuses that lead to the over-representation of minority males in the Educable Mentally Impaired programs.
4. Adult education has shown a dramatic increase from some 1500 FTE in 1963 to about 13,600 in 1983 with trends suggesting that adult FTE membership could approach 20,000 by 1990. The percent of students graduating from the evening school has increased from 2% to more than 14% between 1970-71 and 1980-81.	As the need for adult education increases, DPS will need to adjust and take advantage of this situation. For example, as a result of the extensive adult education needs, large numbers of students are graduating from these programs.
5. Student mobility has been increasing and probably will continue to increase.	The degree of interruptions in the educational program is expected to continue to increase as student mobility increases.
6. Average daily attendance has been declining for the past three years in DPS including pre-kindergarten, elementary and middle schools. The pattern for high school students is very erratic with a slight downward trend.	The decrease in the percent of daily attendances during the past three years is expected to pose continued problems.

	Issues	Implications
7.	Nonpromotion policies affect student enrollment causing abnormal groupings to occur at all school levels. For example, high school nonpromotions are highest during grade 9, 10 and 11 dropping significantly at grade 12; whereas, elementary nonpromotions are highest at grade 2 dropping to the lowest level at grade 5, and middle school nonpromotions are highest at grades 6 and 7, dropping to the lowest at grade 8. The lowest level of nonpromotion occurs at grades 5, 8, and 12 where the student is about to enter another level of schooling or to exit from the program.	DPS staff at all levels needs to improve student learning in order to reduce nonpromotions which are occurring at all levels, particularly at grades 9, 10, and 11.
8.	The number of student expulsions at the high school level appears to be leveling off; whereas, the number at the middle schools appears to be increasing. Although the number of students recommended for central review for possible expulsion is increasing, the percent of students expelled appears to be decreasing or an adjustment is made to suspend and/or cancel without penalty.	Pupil support services and school climate need to be improved to reduce the number of exclusions and suspensions that are disruptive to the educational process.
9.	High dropout rates have been and will continue to aggravate the declining enrollment problem especially at the high school level. By the time ninth grade students are eligible to become seniors, 70 to 80% of them have probably dropped out of DPS. The dropout rate is highest for whites, second for hispanics, third for blacks, fourth for American Indians or Alaskan Natives, and last for Asiatics.	The continued and even accelerating dropout rate in the high schools will further aggravate the declining enrollment problem. DPS personnel need to react to reduce the high dropout rate that is occurring particularly at the high school level.

Issues	Implications
10. Total retention rates for ninth grade students appears to be significantly higher in city-wide middle schools when compared with city-wide high schools, about 69.4% for middle schools and 59.8% for high schools between 1980-81 and 1983-84.	Further study is needed to confirm or refute the reported increase in city-wide survival rates among ninth grade students in middle schools compared with ninth grade students in high schools.
11. Althouth the pattern of the total number of undesirable incidents is very erratic, there appears to be a slight downward trend. Since the number of Form 63 incidents dominates the pattern, the trend of the future will be primarily due to changes in the number of Form 63 incidents. Assaults on students, larceny and breaking and entering are the three major types of undesirable incidents. Of the undesirable weapons seized, 63% are knives, 25% are miscellaneous weapons and approximately 12% guns. The largest number of arrests made during 1983-84 were for unauthorized persons 25.7%, miscellaneous 24.6%, drugs 16.4%, assault and battery 9.1%, felonious assault 8.7%, robbery armed 8.3%, and robbery not armed 7.2%.	DPS needs to react to improve safety and security by reducing the violent acts which result in suspensions, expulsions, arrests, seizure of weapons, assaults on students and staff, breaking and entering, destruction of property, etc.

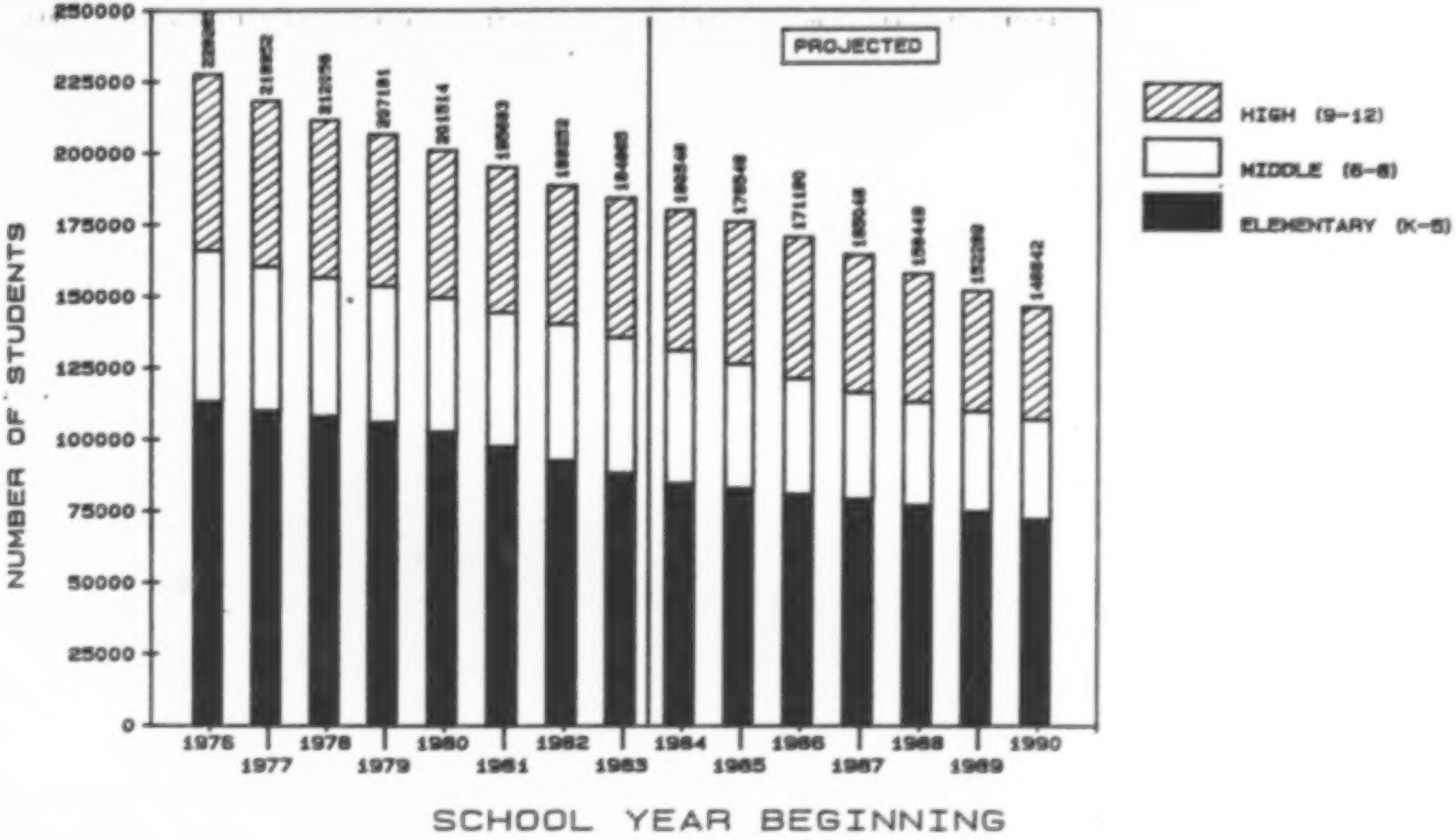
ENROLLMENT--GRADES K-12

FIGURE 84-B-1
TOTAL GRADES K-12 ENROLLMENT
1976-90



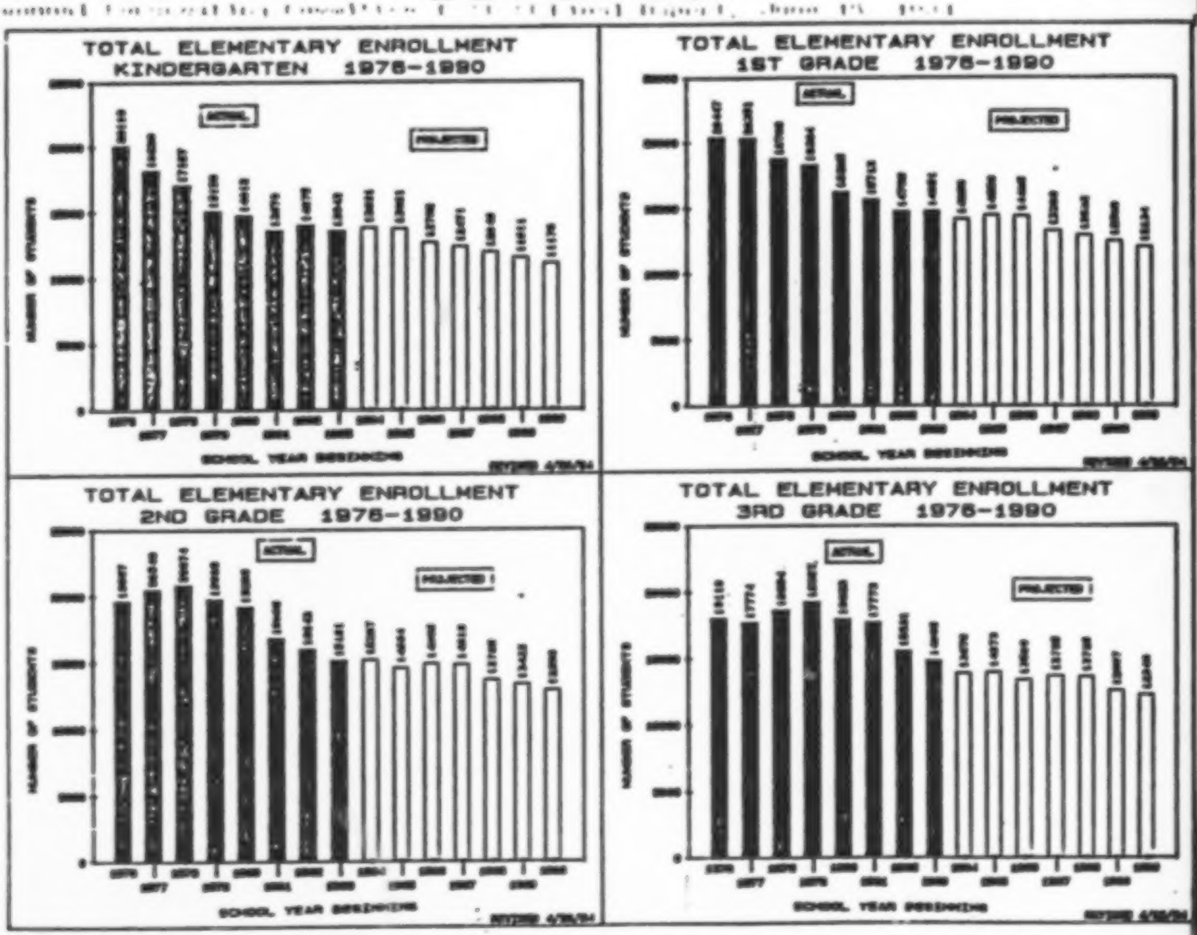
SOURCE: Personnel Forecasting Committee 1983-84 Final Report, June 15, 1984

FIGURE 84-B-2
TOTAL GRADES K-12 ENROLLMENT BY DIVISION
1976-90



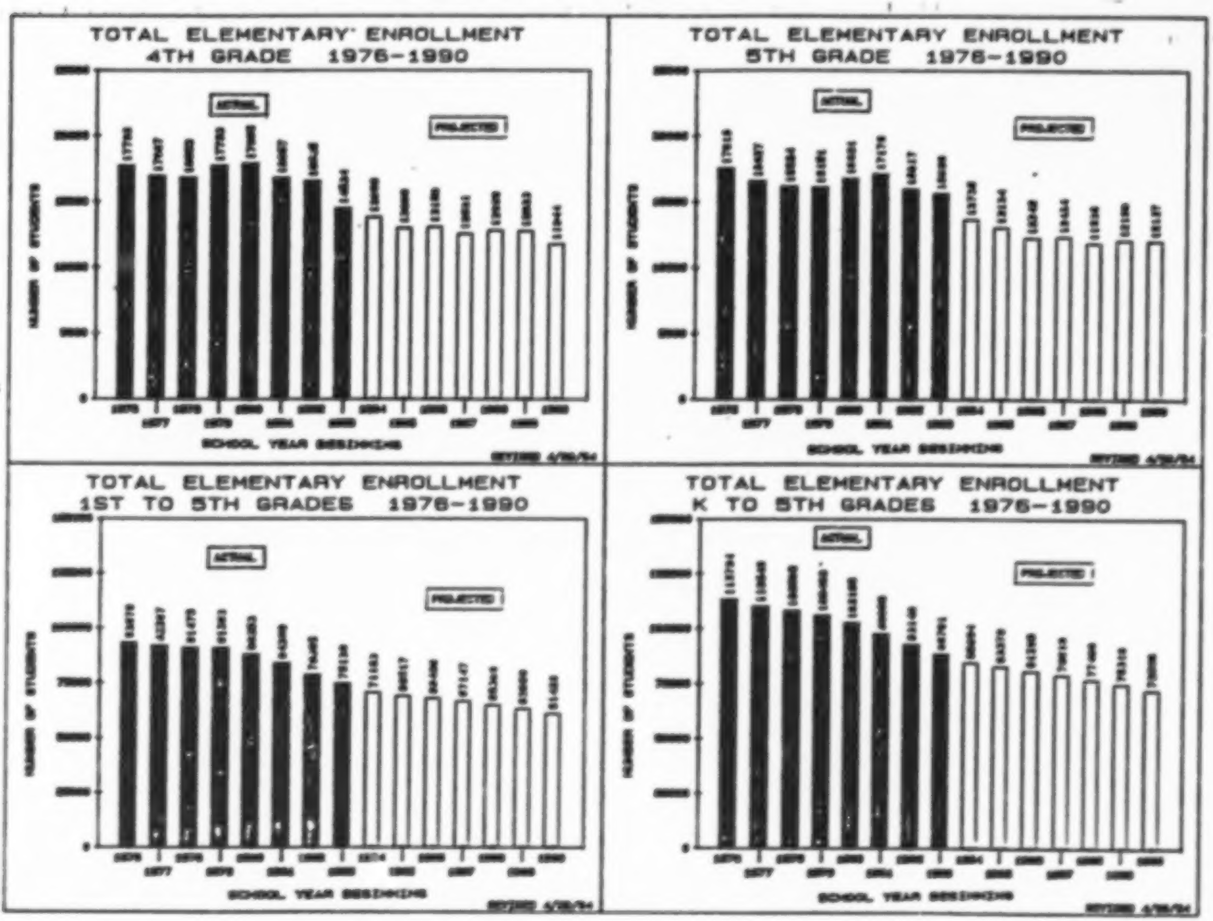
SOURCE: Personnel Forecasting Committee 1983-84 Final Report, June 15, 1984

FIGURE 84-B-3
ELEMENTARY ENROLLMENT
GRADES K-3
1976-90



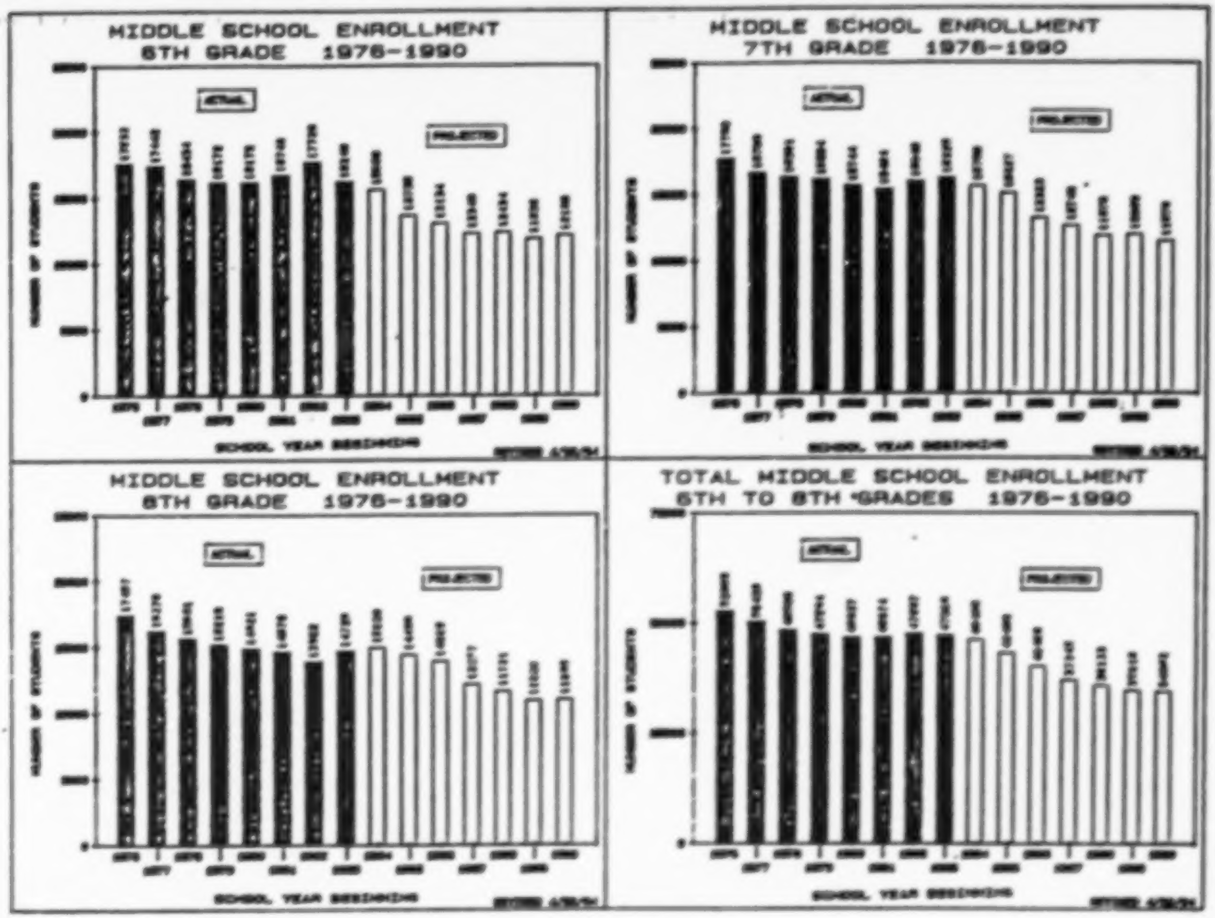
SOURCE: Personnel Forecasting Committee 1983-84 Final Report, June 15, 1984

FIGURE 84-B-4
ELEMENTARY ENROLLMENT GRADES 4-5 AND TOTAL
1976-90



SOURCE: Personnel Forecasting Committee 1983-84 Final Report, June 15, 1984

FIGURE 84-B-5
MIDDLE SCHOOL ENROLLMENT
GRADES 6-8 AND TOTAL
1976-90



MIDDLE SCHOOL ENROLLMENT 6TH GRADE 1976-1990

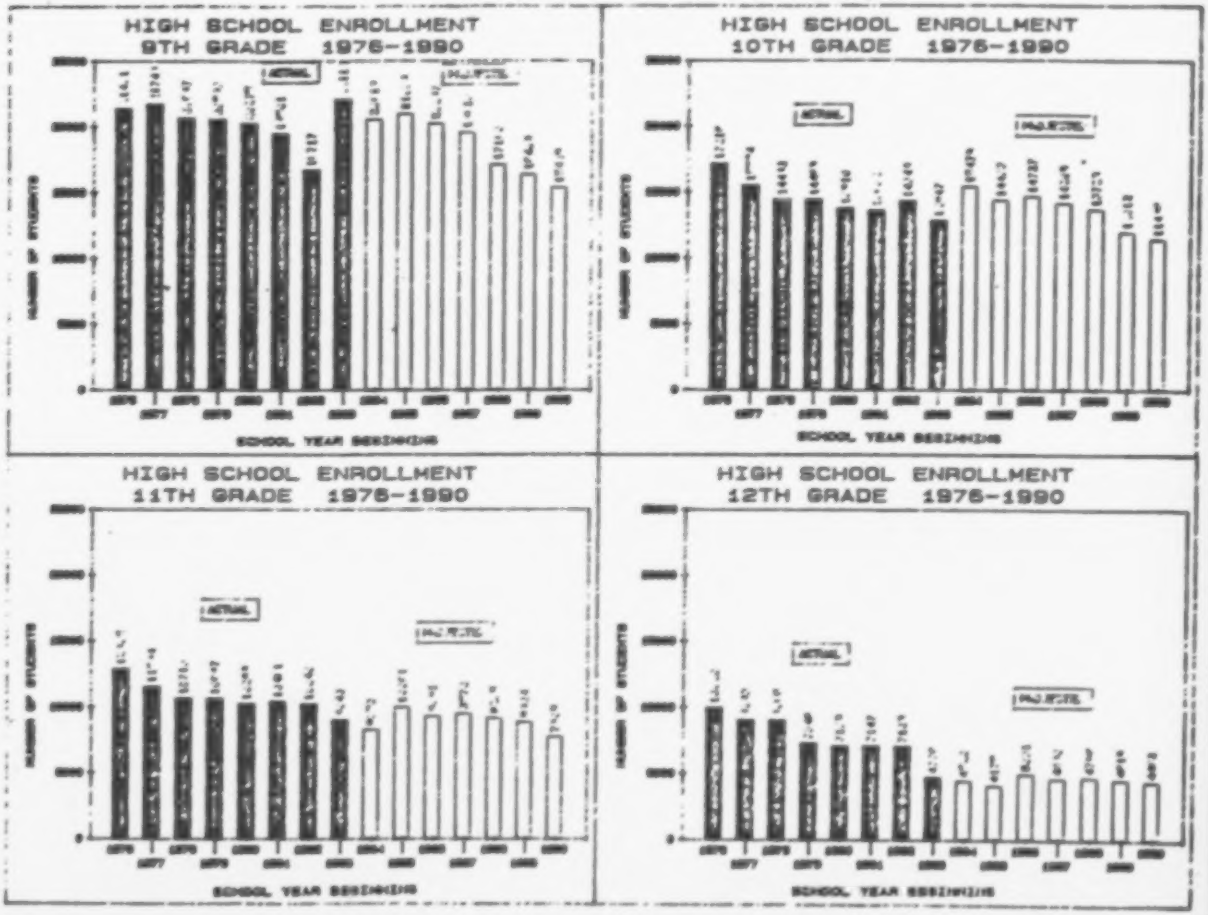
MIDDLE SCHOOL ENROLLMENT 7TH GRADE 1976-1990

MIDDLE SCHOOL ENROLLMENT 8TH GRADE 1976-1990

TOTAL MIDDLE SCHOOL ENROLLMENT 6TH TO 8TH GRADES 1976-1990

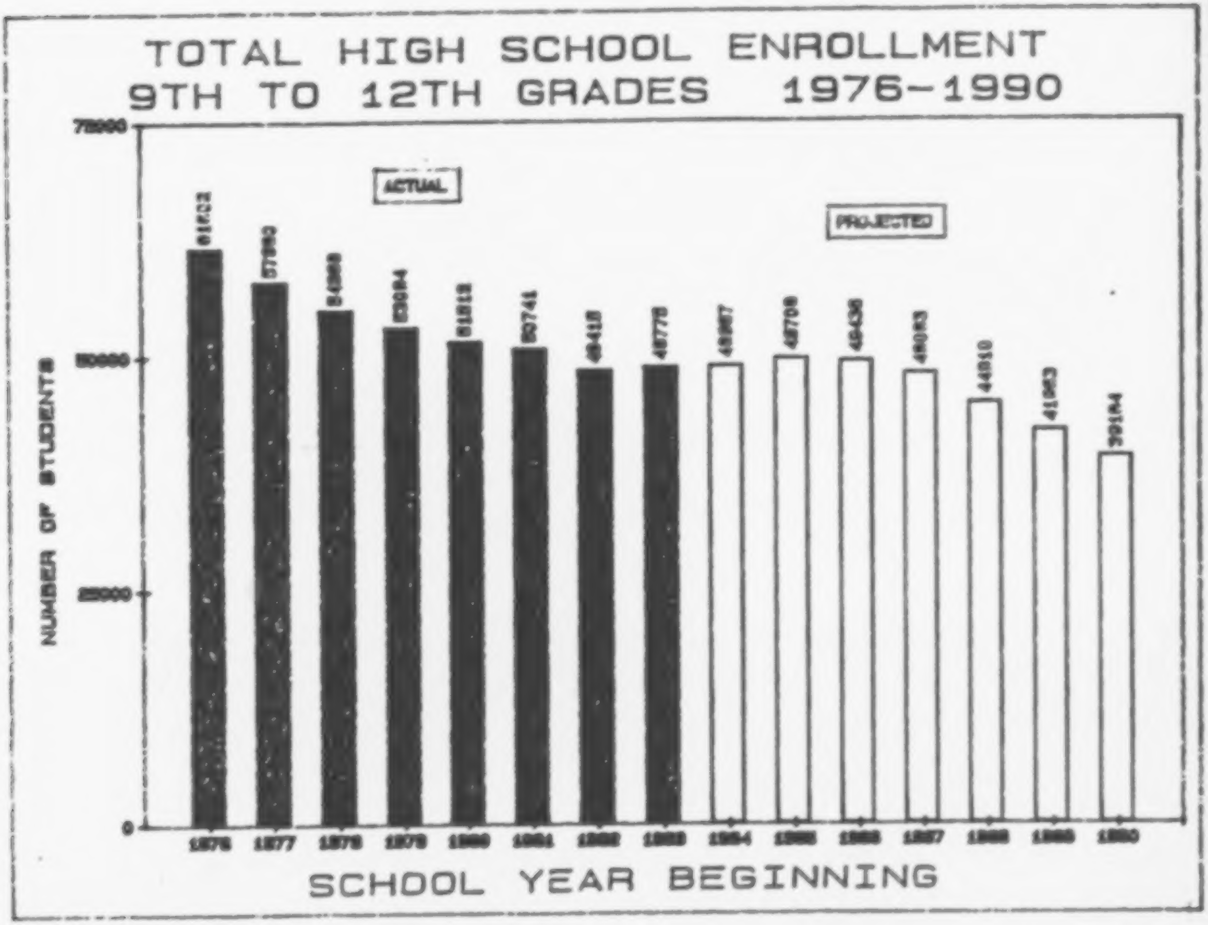
SOURCE: Personnel Forecasting Committee 1983-84 Final Report, June 15, 1984

FIGURE 84-B-6
HIGH SCHOOL ENROLLMENT
GRADES 9-12
1976-90



SOURCE: Personnel Forecasting Committee 1983-84 Final Report, June 15, 1984

FIGURE 84-B-7
TOTAL HIGH SCHOOL ENROLLMENT
1976-90



SOURCE: Personnel Forecasting Committee 1983-84 Final Report, June 15, 1984

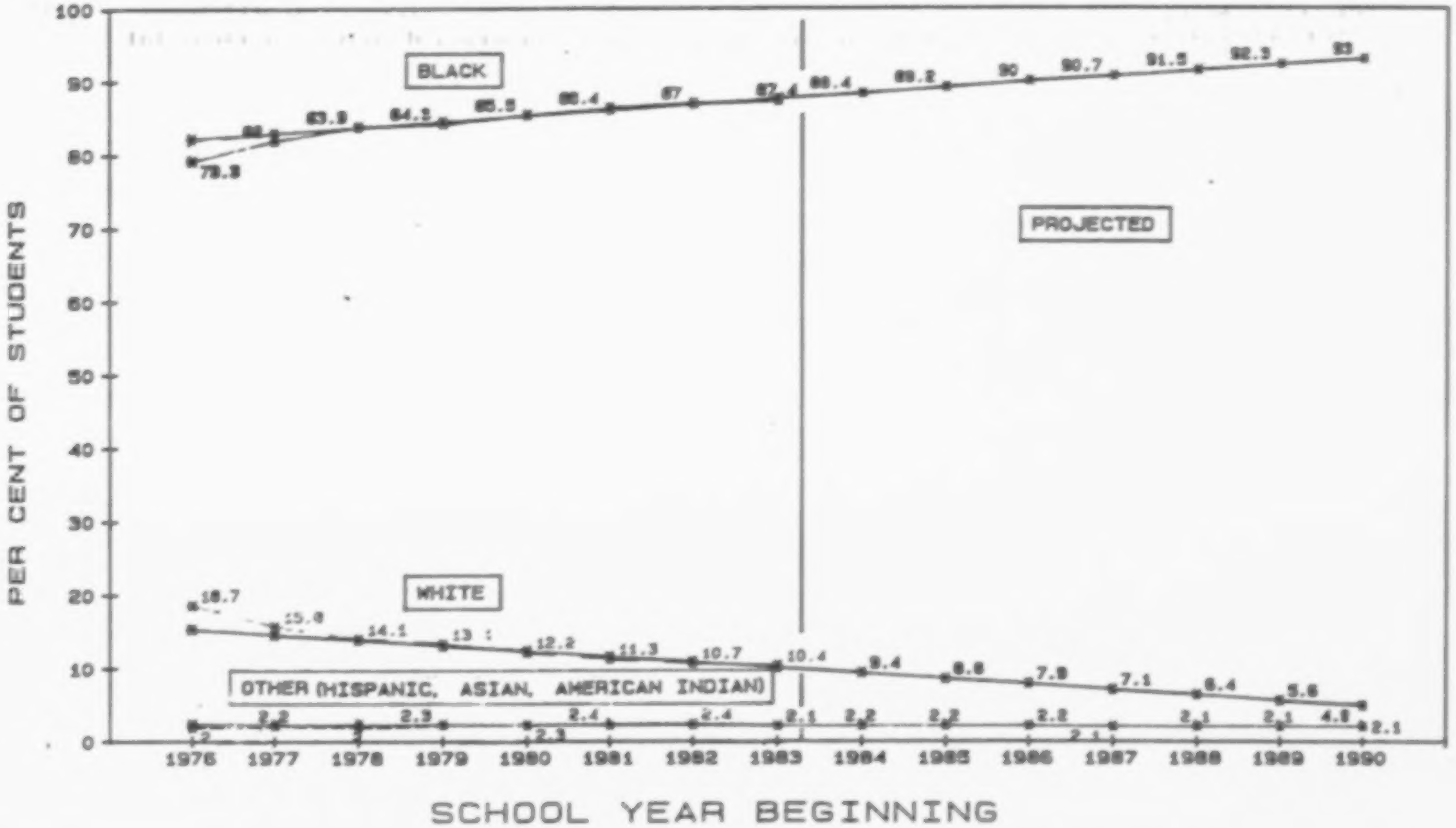
TABLE 84-B-8
ENROLLMENT BY HIGH SCHOOL
1978-84

Area G	1978-79			1983-84			Projected 1984-85		
Senior High Schools	9-12	Special	Total	9-12	Special	Total	9-12	Special	Total
Cass	3,701		3,701	3,343		3,343	3,270		3,270
Central	2,315	38	2,353	2,340	142	2,482	2,345	155	2,500
Chadsey	1,701	20	1,721	1,487	40	1,527	1,445	45	1,490
Cody	3,237	114	3,351	2,899	245	3,144	2,830	270	3,100
Cooley	3,087	30	3,117	3,310	73	3,383	3,345	80	3,425
Denby	2,236	41	2,277	2,210	151	2,361	2,215	175	2,390
Finney	2,128	77	2,205	2,057	184	2,241	2,045	205	2,250
Ford	3,380	61	3,441	2,787	156	2,943	2,670	200	2,870
Kettering	2,192	34	2,226	2,389	128	2,517	2,440	135	2,575
King	1,768	36	1,804	1,649	105	1,754	1,415	120	1,535
Mackenzie	2,700	57	2,757	2,270	222	2,492	2,185	255	2,440
Mumford	2,341	37	2,378	2,269	85	2,354	2,255	95	2,350
Murray-Wright	3,031	59	3,090	2,097	159	2,256	1,700	170	1,870
Northeastern	2,052	39	2,091						
Northern	1,425		1,425	1,232	54	1,286	1,195	65	1,260
Northwestern	2,052	39	2,091	1,854	72	1,926	1,815	80	1,895
Osborn	2,572	49	2,621	2,909	118	3,027	2,975	125	3,100
Pershing	2,333	60	2,393	2,367	92	2,459	2,375	100	2,475
Redford	3,446	45	3,491	2,955	143	3,098	2,855	150	3,005
Renaissance	401		401	759		759	830		830
Southeastern	2,341		2,341	1,450	62	1,512	1,270	80	1,350
Southwestern	1,882	22	1,904	1,696	89	1,785	1,660	100	1,760
Western	1,782	16	1,798	1,251	64	1,315	1,145	75	1,220
Aero Mechanics (Davis)	206	61	267	184		184	170		170
Total	54,309	935	55,244	47,764	2,384	50,148	46,450	2,680	49,130

SOURCE: Department of Planning and Building Studies, January 11, 1984

ENROLLMENT--RACIAL ETHNIC DISTRIBUTION

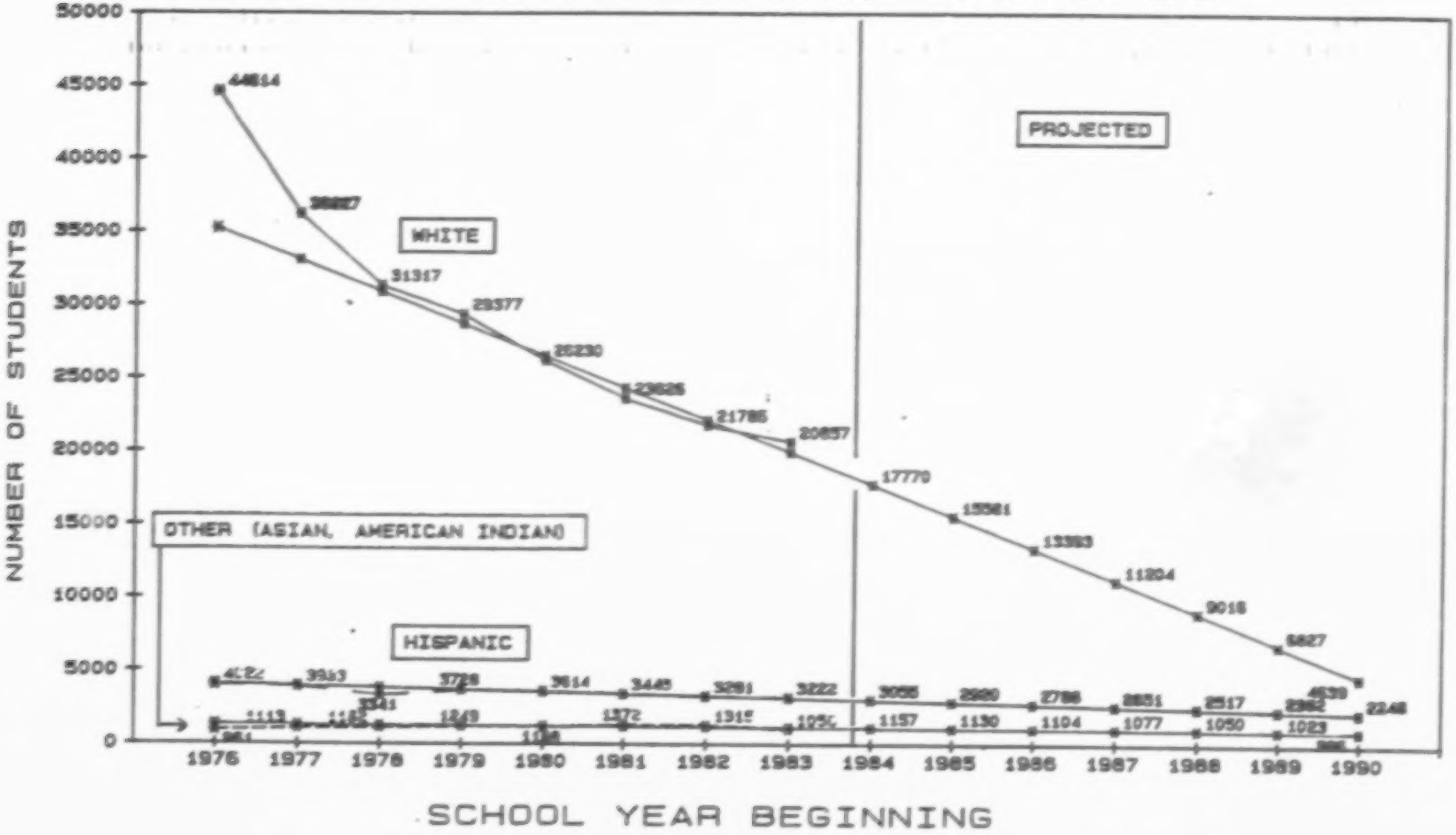
FIGURE 84-B-9
ENROLLMENT
RACIAL-ETHNIC DISTRIBUTION IN PERCENT
1976-90



NOTE: Enrollment percentages include pre-school students.

SOURCE: Racial-Ethnic Distributions of Students in the Detroit Public Schools--September 29, 1983, Information Systems Department, Office of Instructional Improvement, September 29, 1983

FIGURE 84-B-10
ENROLLMENT
RACIAL-ETHNIC DISTRIBUTION OTHER THAN BLACK, 1976-90



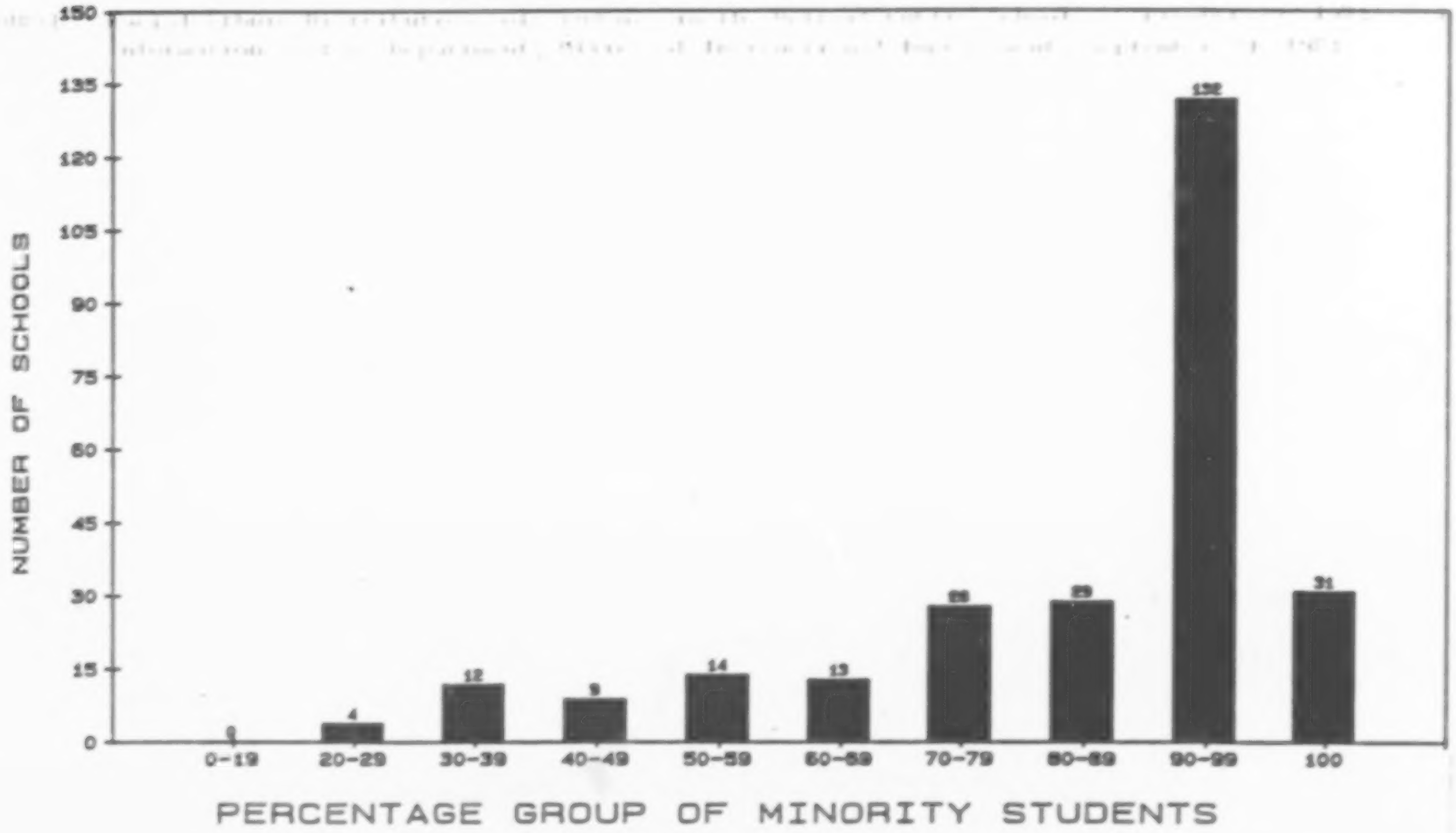
NOTE: Enrollment figures include pre-school students.

SOURCE: Racial-Ethnic Distributions of Students in the Detroit Public Schools--September 29, 1983, Information Systems Department, Office of Instructional Improvement, September 29, 1983

FIGURE 84-B-11

NUMBER OF SCHOOLS HAVING MINORITY STUDENTS, BY PERCENTAGE GROUPS

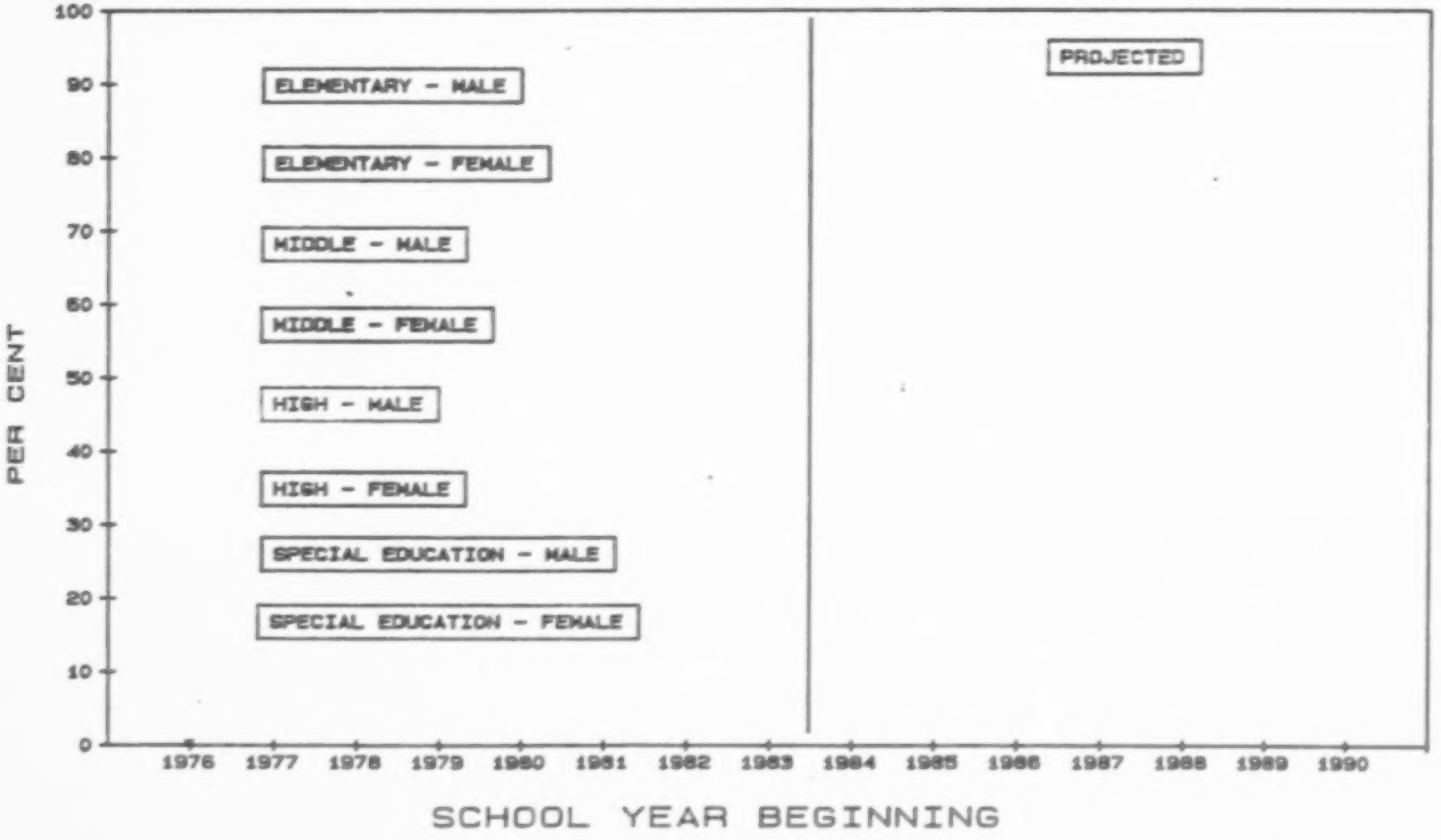
SEPTEMBER, 1983



NOTE: The counting includes pre-school students.

SOURCE: Racial-Ethnic Distributions of Students in the Detroit Public Schools--September 29, 1983, Information Systems Department, Office of Instructional Improvement, September 29, 1983

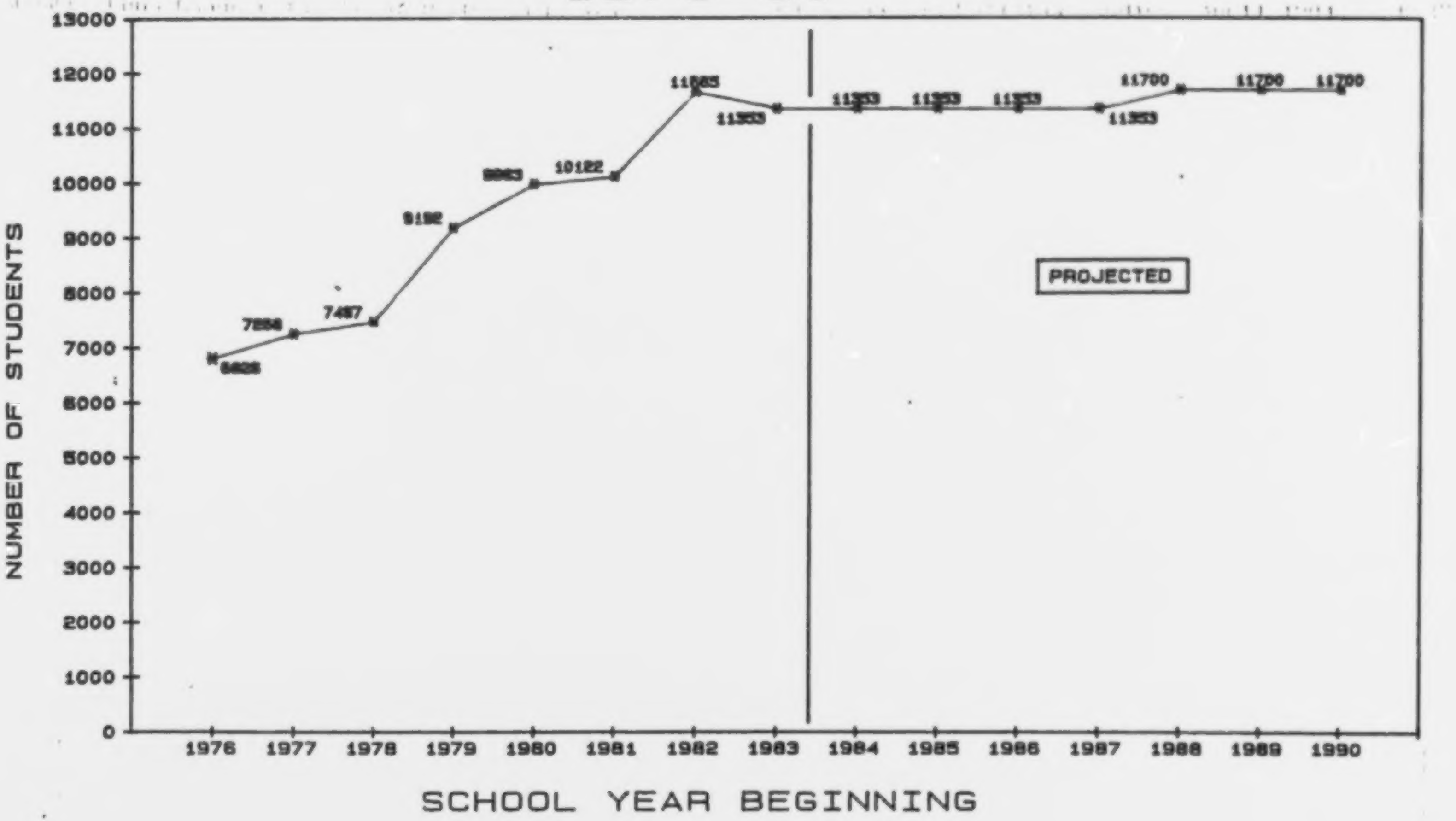
FIGURE 84-B-12
ENROLLMENT
PERCENT OF MALE AND FEMALE STUDENTS
BY DIVISION, 1976-90



SOURCE:

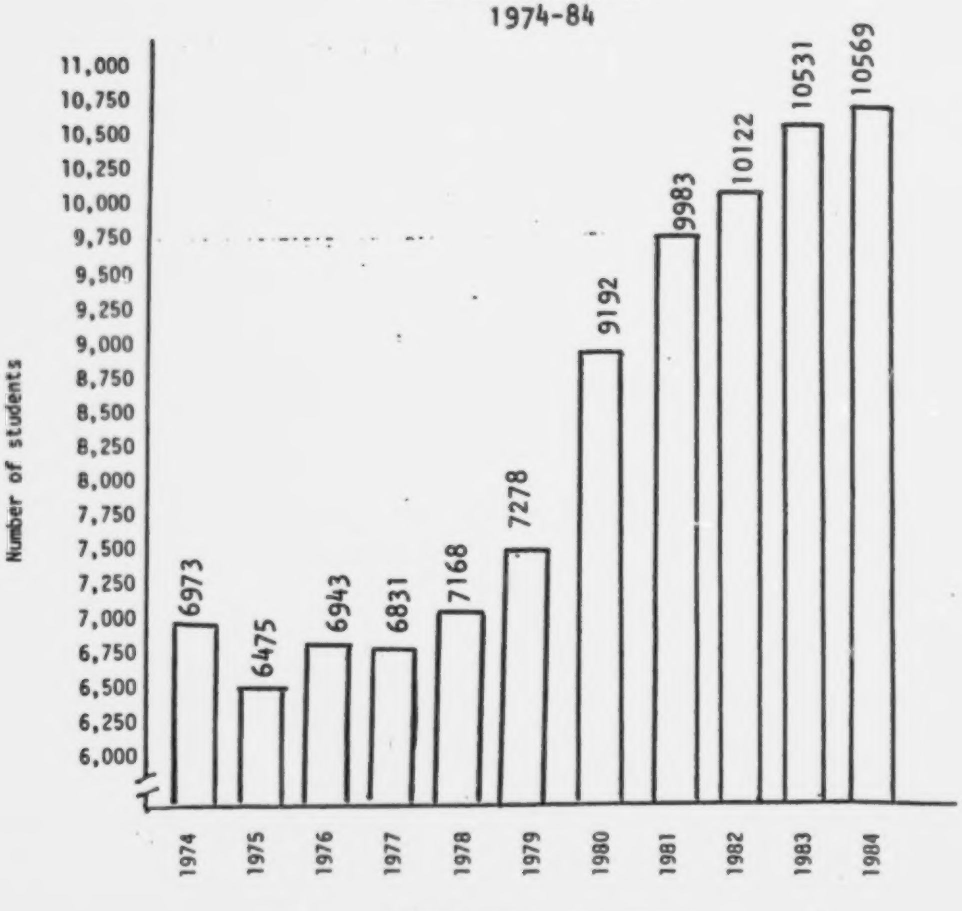
NOTE: DATA ARE NOT AVAILABLE

FIGURE 84-B-13
SPECIAL EDUCATION ENROLLMENT
SELF-CONTAINED STUDENTS
1976-90



SOURCE: Long Range Estimate of Membership, Department of Planning and Building Studies, April 1984

FIGURE 84-B-14
SPECIAL EDUCATION ENROLLMENT
SELF CONTAINED
1974-84



SCHOOL YEAR BEGINNING

SOURCE: Office of Special Education, February-March, 1984

FIGURE 84-B-14
SPECIAL EDUCATION ENROLLMENT
SELF CONTAINED
1974-84

COMMENTS/OBSERVATIONS

With the advent of the Michigan Special Education Rules (1971) and The Education for All Handicapped Children Act (1976) there has been a rapid rise in the number of students in special education classes.

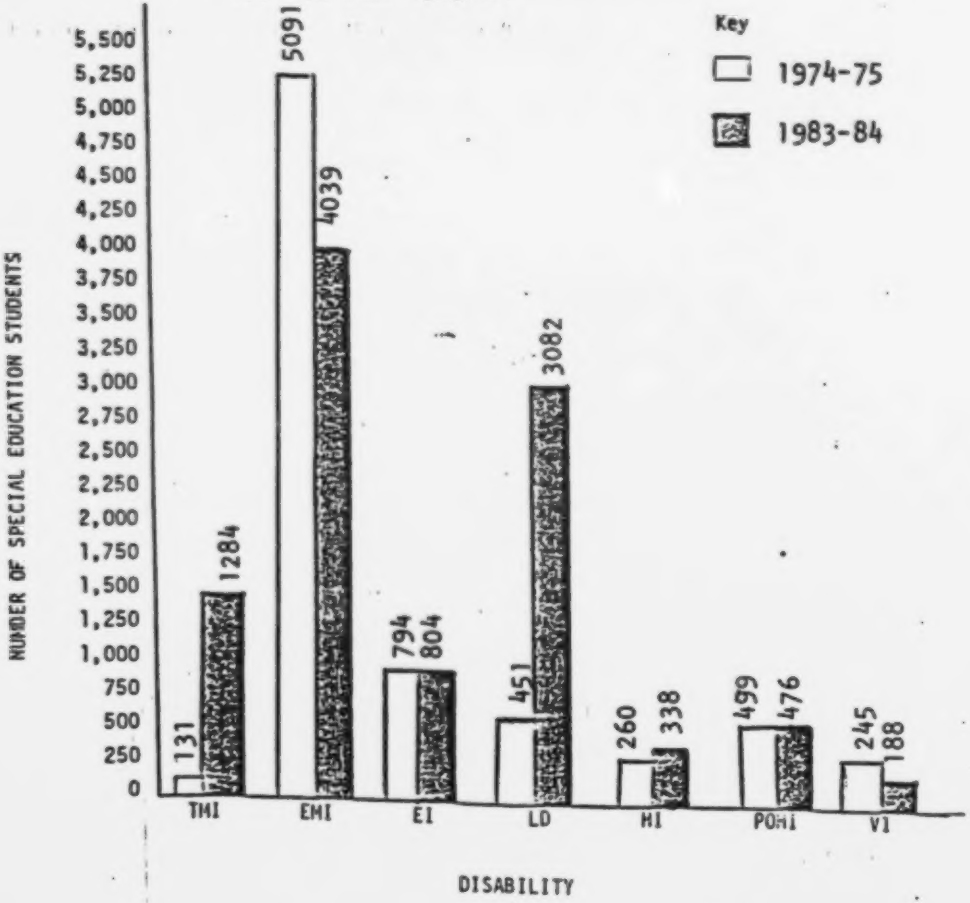
With concerted efforts launched by the Office of Special Education to systematize and coordinate the Multidisciplinary Evaluation Team (MET)/Individualized Educational Planning Committee (IEPC) process as promulgated in the revised Michigan Special Education Rules of 1981 a definite decrease in the rate of gain is noted from 1981-84. These data are extremely significant since they demonstrate the impact of the standardization of MET/IEPC procedures and eligibility criteria within the school district.

TABLE 84-B-15
SPECIAL EDUCATION ENROLLMENT
BY PROGRAM
FEBRUARY, 1984

Special Education		
Elementary Schools		3313
Middle Schools		2518
High Schools		2416
Alternative Schools		60
All Special Schools:		
Kindergarten-Oakman		(60)
Elementary-Oakman		(95)
Trainable	1211	
Early Elementary A	5	
Later Elementary A	6	
High School Preparatory	766	
School of Observation	102	
Co-operative Day Treatment	109	
Deaf	99	
Deaf & Hard of Hearing	60	
Phys. & Other Health Imp.	332	
Homebound & Hospitalized	267	
Blind & Partially Seeing	16	2973
TOTAL SPECIAL EDUCATION		11280

SOURCE: Membership and Educational Personnel - February, 1984
Office of Instructional Improvement, Information Systems, June, 1984

FIGURE 84-B-16
SPECIAL EDUCATION ENROLLMENT
COMPARISON OF NUMBER OF STUDENTS
BY DISABILITY IN BASIC CLASSROOM PROGRAMS
1974-75 AND 1983-84



SOURCE: Office of Special Education, February-March, 1984

FIGURE 84-B-16
SPECIAL EDUCATION ENROLLMENT
COMPARISON OF NUMBER OF STUDENTS
BY DISABILITY IN BASIC CLASSROOM PROGRAMS
1974 AND 1984

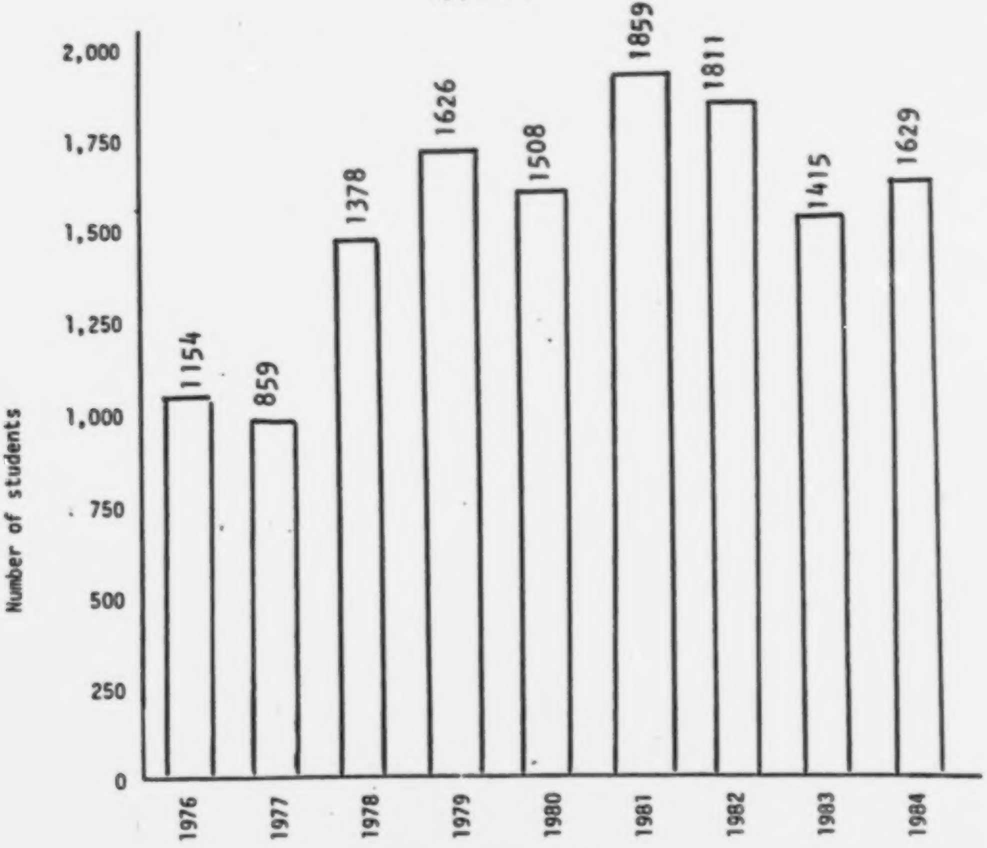
COMMENTS/OBSERVATIONS

Although Figure 84-B-14 demonstrates the marked decrease in the percentage of gains in special education self-contained programs from 1981-1984, Figure 84-B-16 demonstrates the dramatic inter-categorical population gains and declines. The increase in the Trainable Mentally Impaired (TMI) population is attributed to the assumption of five trainable schools from Wayne County Intermediate School District by Detroit from 1976 through 1980.

There is a significant decline of students in programs for the Educable Mentally Impaired, historically one of the highest abuse areas in special education programs with the over-representation of minority, male students. The rate of decline correlates directly with the system-wide leadership provided by the Office of Special Education and the district's MET/IEPC coordinators to implement standardized eligibility criteria for this impairment category.

There is an alarming increase in the number of students placed in programs for the Learning Disabled (L.D.). Although L.D. programs were initiated in the district in 1975, which certainly accounts for some of the rapid growth during the 1974-84 period, the rate of gain in the program is most alarming and requires the same coordination of system-wide efforts with the district's MET/IEPC coordinators that halted the rapid growth in programs for the Educable Mentally Impaired.

FIGURE 84-B-17
SPECIAL EDUCATION ENROLLMENT
NUMBER OF STUDENTS RECEIVING TEACHER CONSULTANT SUPPORTIVE SERVICES
1976-84



SCHOOL YEAR BEGINNING

SOURCE: Office of Special Education, February, 1984

FIGURE 84-B-17
SPECIAL EDUCATION ENROLLMENT
NUMBER OF STUDENTS RECEIVING TEACHER CONSULTANT SUPPORT SERVICES
1976-84

COMMENTS/OBSERVATIONS

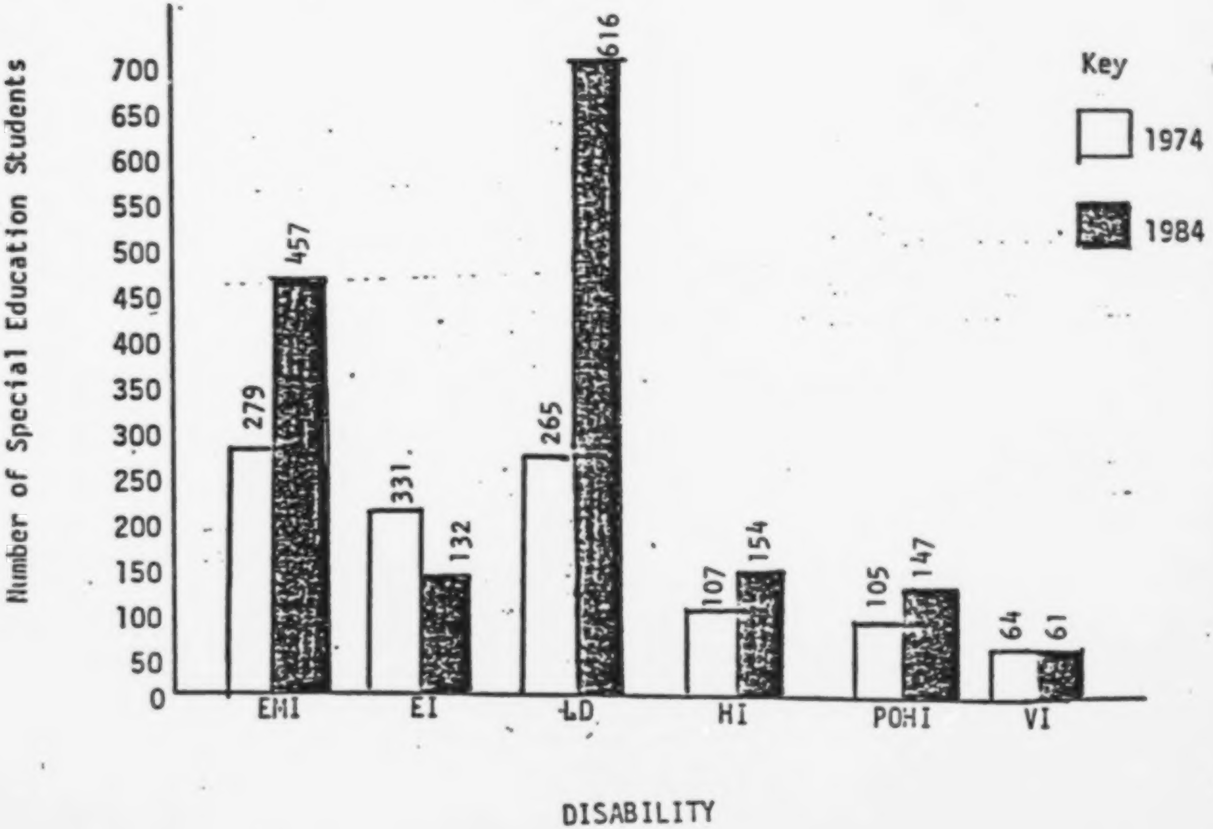
The number of special education students recommended to remain in regular education programs with teacher consultant (T.C.) service has, obviously, been sporadic and uneven, reaching a peak in 1981, the year of the district's implementation of the revised Michigan Special Education Rules.

As the school district seeks to decrease the number of self-contained classes, the special education teacher consultant role will have an extremely significant impact. The model of service delivery and the increase in services rendered to students and staff will enable greater numbers of handicapped students to remain in regular education programs with increased levels of instructional support.

The major impact of the implementation of least restrictive environment placement policies will initially be felt in programs for the Learning Disabled as the district seeks to halt the alarming growth in this category by

- Standardizing MET/IEPC eligibility and placement criteria in the school district
- Providing the level of instructional support that enables learning disabled students to remain in regular grade programs with substantially increased levels of instructional support services to students and their regular grade teachers.

FIGURE 84-B-18
SPECIAL EDUCATION ENROLLMENT
COMPARISON OF NUMBER OF STUDENTS, BY DISABILITY RECEIVING TEACHER CONSULTANT SUPORT SERVICES
1974 AND 1984



SOURCE: Office of Special Education, February, 1984

FIGURE 84-B-18
SPECIAL EDUCATION ENROLLMENT
COMPARISON OF NUMBER OF STUDENTS, BY DISABILITY RECEIVING TEACHER CONSULTANT SUPPORT SERVICES

COMMENTS/OBSERVATIONS

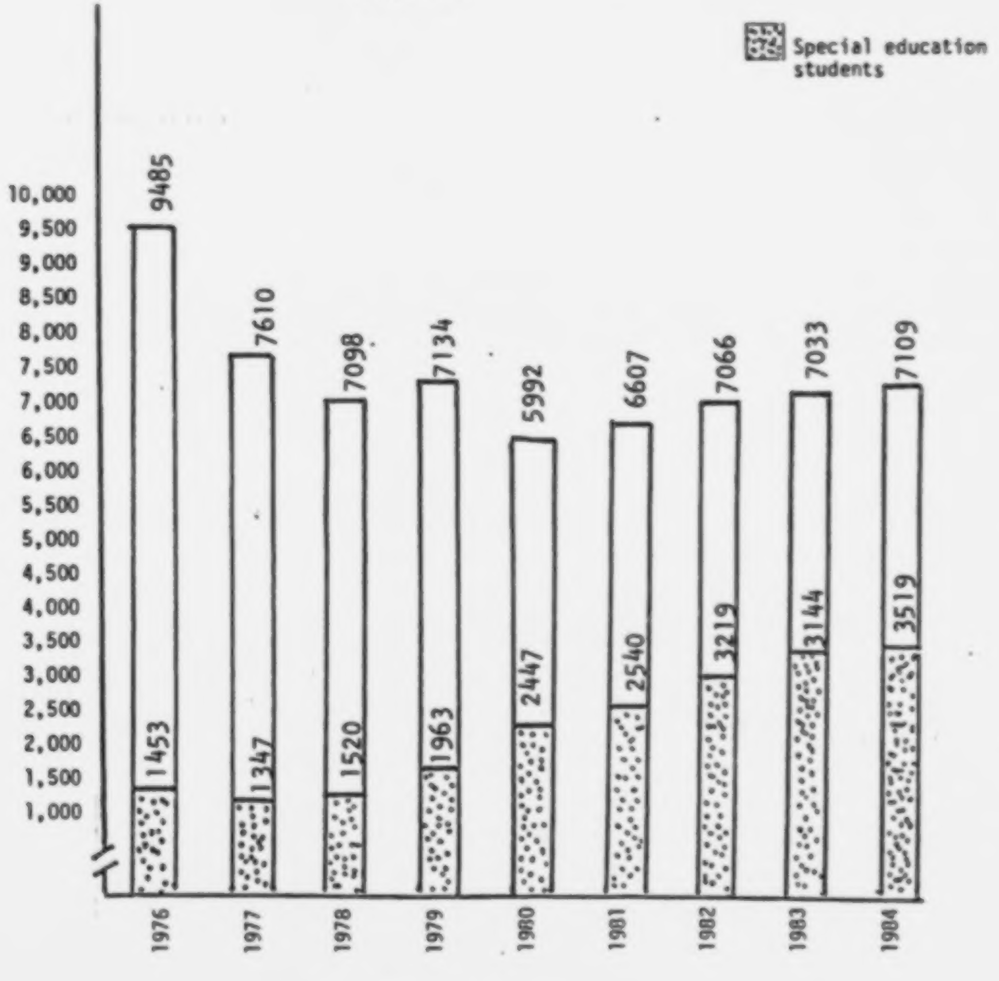
Increases in the number of special education students enrolled in regular education programs with teacher consultant support services are noted in every category except the emotionally impaired. Again, the most significant gains over the last ten years of students remaining in regular grade programs with support services are in programs for the educable mentally impaired and the learning disabled.

With the implementation of state and federal least restrictive environment placement policies, the increased incidence of handicapped students remaining in regular grade programs with the provision of related aids and services, is an expected trend.

Future efforts will involve concerted training efforts with the district's MET/IEPC coordinators, regular education administrators and teachers. Major efforts will continue to halt the rapid growth in the number of students found eligible for programs and services for the learning disabled and in the historical proliferation of self-contained special education classes in the school district.

Without question, concerted efforts will be made to develop flexible models of support services to students placed in regular education programs.

FIGURE 84-B-19
SPECIAL EDUCATION ENROLLMENT
NUMBER OF STUDENTS RECEIVING SUPPORT SERVICES FROM TEACHER OF THE SPEECH AND LANGUAGE IMPAIRED
1976-84



SCHOOL YEAR BEGINNING

SOURCE: Office of Special Education, February, 1984

FIGURE 84-B-19
SPECIAL EDUCATION ENROLLMENT
NUMBER OF STUDENTS RECEIVING SUPPORT SERVICES FROM TEACHER OF THE SPEECH AND LANGUAGE IMPAIRED
1976-84

COMMENTS/OBSERVATIONS

With the district's system-wide implementation of state and federal special education legislative mandates - particularly the requirement that students are eligible for special education services only if the handicap interferes with the students educational performance - the obvious impact described in Figure 84-B-19 is the decline in Teacher of the Speech and Language Impaired (T.S.L.I.) services to regular education students for whom adverse impacts could not be documented.

There is a steady rise in T.S.L.I. support services for special eucation students based upon the facts that:

- Special education students, by law, have the first priority for special education related services

- Special education T.S.L.I. services to eligible handicapped students are reimbursable services with state categorical special education funds. Services rendered to regular education students who are not eligible for special education services are not reimbursable with special education funds and would have to be supported with general fund monies.

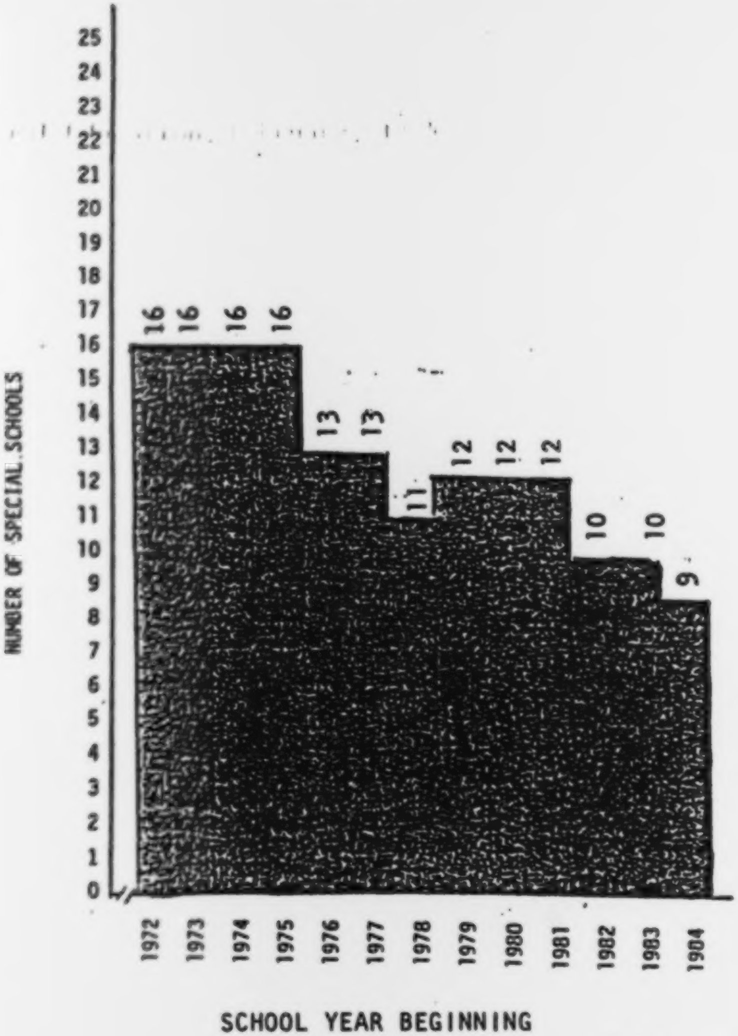
- The number of special education students in the school district has increased dramatically since 1974 with a leveling off of the percentage of gain since 1981, the year of the system-wide implementation of MET/IEPC procedures.

TABLE 84-B-20
SPECIAL EDUCATION ENROLLMENT
BY SCHOOL
1978-84

	1978	1983				Projected 1984
Special Schools	Total Special	K	1-5	Special	Total	Total Special
Day School for Deaf	185			145	145	115
Dexter Careers Center	201			202	202	205
Franklin	83					
Leland	202					
Lyster	98			33	33	25
Metzner	293			281	281	250
Oakman	296	55	88	155	298	300
Washington Careers	421			304	304	260
White	102			123	123	130
Youth Home	193			218	218	225
Total	2,176	55	88	1,520	1,663	1,560
Trainable Centers						
Helen Field				310	310	370
Lee				297	297	320
McKerrow (Deiter)				246	246	290
Poe	180			128	128	120
Wingert	276			485	485	565
Total	456			1,466	1,466	1,665
Day Treatment Programs						
Hancock Primary				23	23	30
Marxhausen Primary				17	17	20
Metro Youth				57	57	65
Total				97	97	115
Grand Total	2,632	55	88	3,083	3,226	3,340

SOURCE: Department of Planning and Building Studies, January 11, 1984

FIGURE 84-B-21
SPECIAL EDUCATION ENROLLMENT
NUMBER OF SPECIAL EDUCATION SCHOOLS (EXCLUDES TRAINABLE CENTERS FORMERLY OPERATED BY WCISD)
1972-84



SOURCE: Office of Special Education, February, 1984

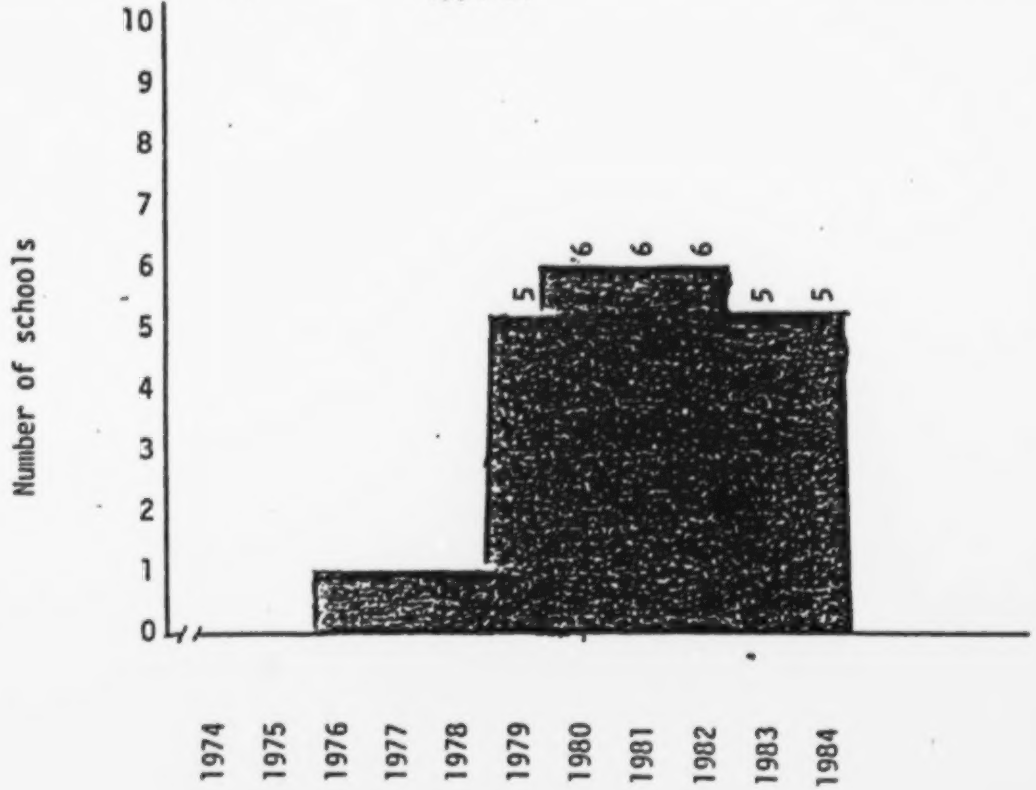
FIGURE 84-B-21
SPECIAL EDUCATION ENROLLMENT
NUMBER OF SPECIAL EDUCATION SCHOOLS (EXCLUDES TRAINABLE CENTERS FORMERLY OPERATED BY WCISD)
1972-84

COMMENTS/OBSERVATIONS

As special education programs and services are expanded in regular school buildings, there is a definite trend in the decline of segregated special education schools. The student population recommended for special school placement are, by intent, a more severely, multiple impaired student population requiring specialized intervention services and interdisciplinary support services.

It is an expected trend that the special education student population will continue to decrease as classrooms and support services for, physically or otherwise health impaired students, emotionally impaired, trainable mentally impaired students are expanded in regular school building.

FIGURE 84-B-22
SPECIAL EDUCATION ENROLLMENT
NUMBER OF SPECIAL EDUCATION FOR STUDENTS WHO ARE TRAINABLE MENTALLY IMPAIRED
1974-84



SCHOOL YEAR BEGINNING

SOURCE: Office of Special Education, February, 1984

FIGURE 84-B-22
SPECIAL EDUCATION ENROLLMENT
NUMBER OF SPECIAL EDUCATION FOR STUDENTS WHO ARE TRAINABLE MENTALLY IMPAIRED
1974-84

COMMENTS/OBSERVATIONS

Figure 84-B-22 depicts the growth of programs for the Trainable Mentally Impaired (T.M.I.) with the return of T.M.I. programs (for Detroit resident pupils) from Wayne County Intermediate School District to the Detroit Public Schools.

The Center was closed by Detroit at the end of the 1981-82 school year.

ENROLLMENT--ALTERNATIVE SCHOOLS

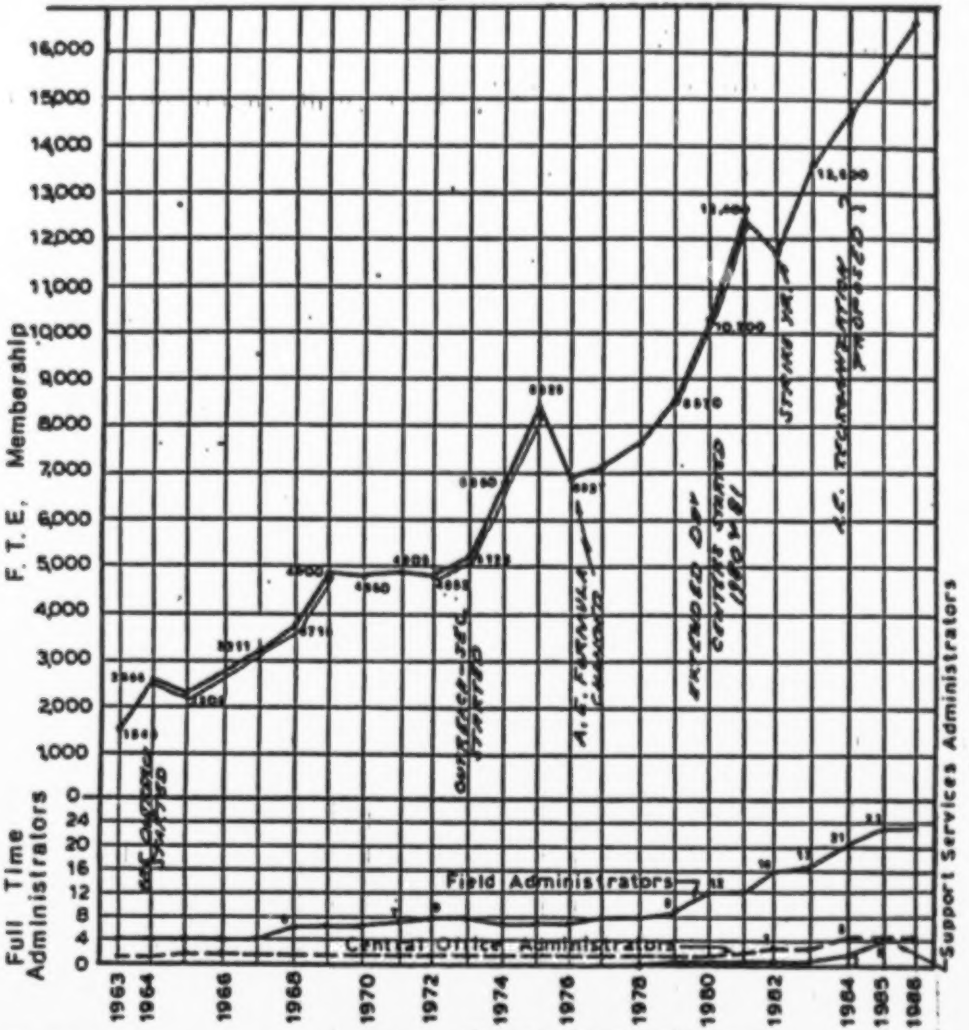
TABLE 84-B-23
ENROLLMENT
ALTERNATIVE SCHOOLS AND PROGRAMS
1978, 1983, 1984 (PROJECTED)

Alternative Schools and Programs	1978						1983						Projected 1984					
	K	1-5	6-8	9-12	Special	Total	K	1-5	6-8	9-12	Special	Total	K	1-5	6-8	9-12	Special	Total
Alonzo Bates Academy							28	247	213			488	35	265	250			550
Burgess Open Elementary	75	378				453	33	223				256	25	195				220
Burgess Open Middle			123			123			130			130			135			135
Burton International	50	283	28		18	379	65	367	195			627	70	390	230			690
Continuing Education for Girls			13	95		108			14	145		159			15	160		175
Golightly Educational Center							69	344	166			579	90	380	235			705
Total	125	661	164	95	18	1,063	195	1,181	718	145		2,239	220	1,230	865	160		2,475

SOURCE: Department of Planning and Building Studies, January 11, 1984

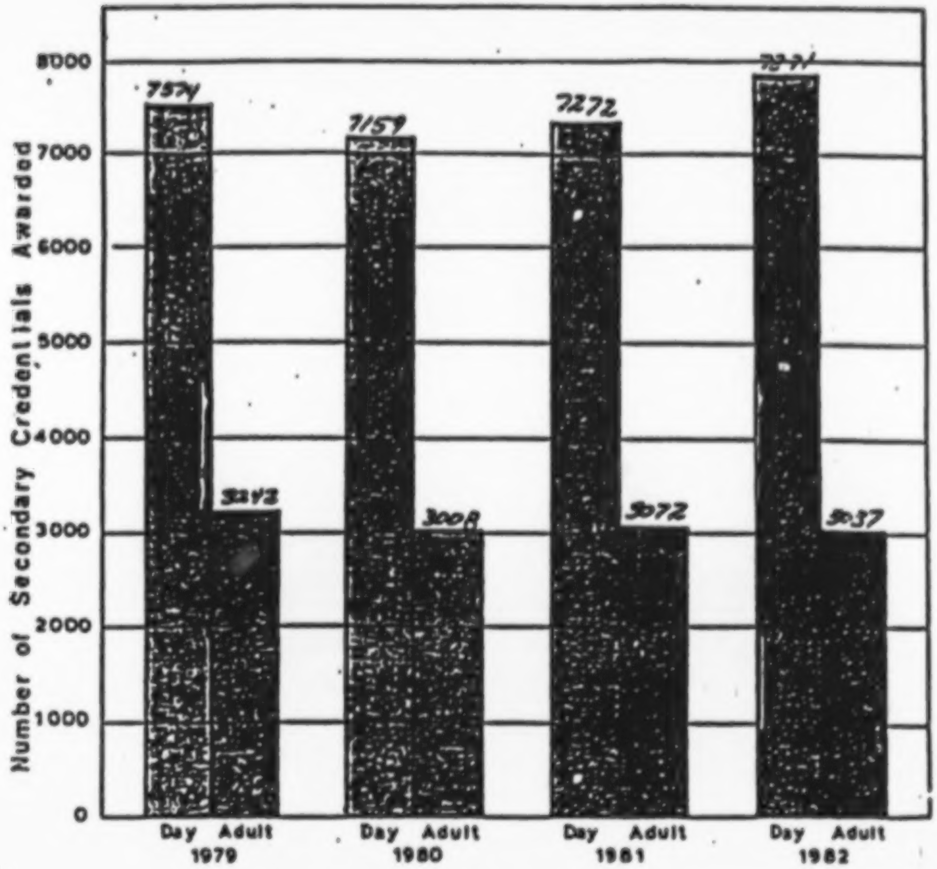
ENROLLMENT--ADULT EDUCATION

FIGURE 84-B-24
ADULT EDUCATION
RELATIONSHIP OF MEMBERSHIP GROWTH TO INCREASED FULL TIME ADMINISTRATIVE ASSISTANCE
1963-86



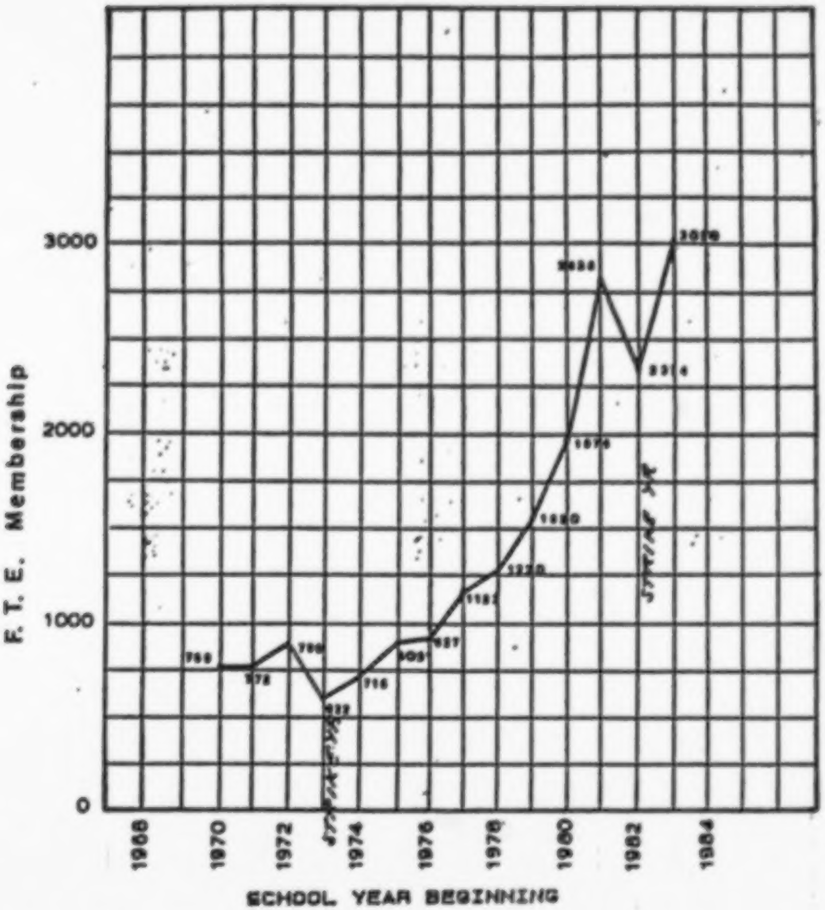
SOURCE: Department of Adult Education, July 984

FIGURE 84-B-25
ADULT EDUCATION
NUMBER OF SECONDARY CREDENTIALS AWARDED BY DPS
COMPARISON OF DAY SCHOOL AND ADULT EDUCATION
1979-82



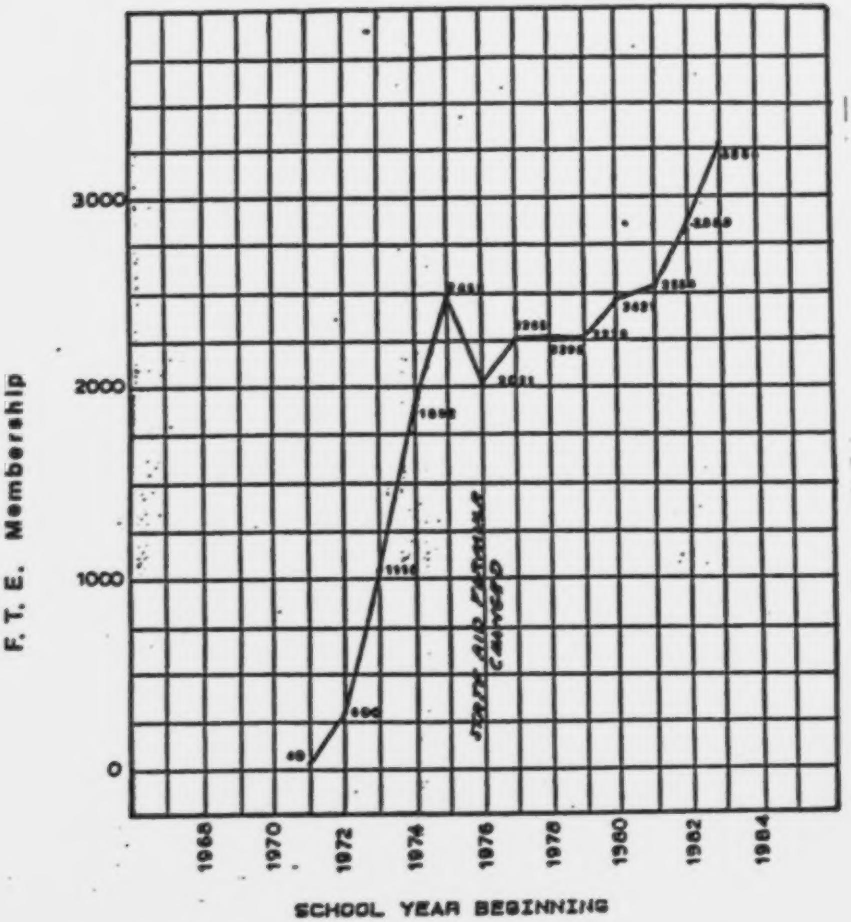
SOURCE: Department of Adult Education, July, 1984

TABLE 84-B-26
ADULT EDUCATION
PROJECT C3 OUTREACH GROWTH IN F.T.E.
1970-83



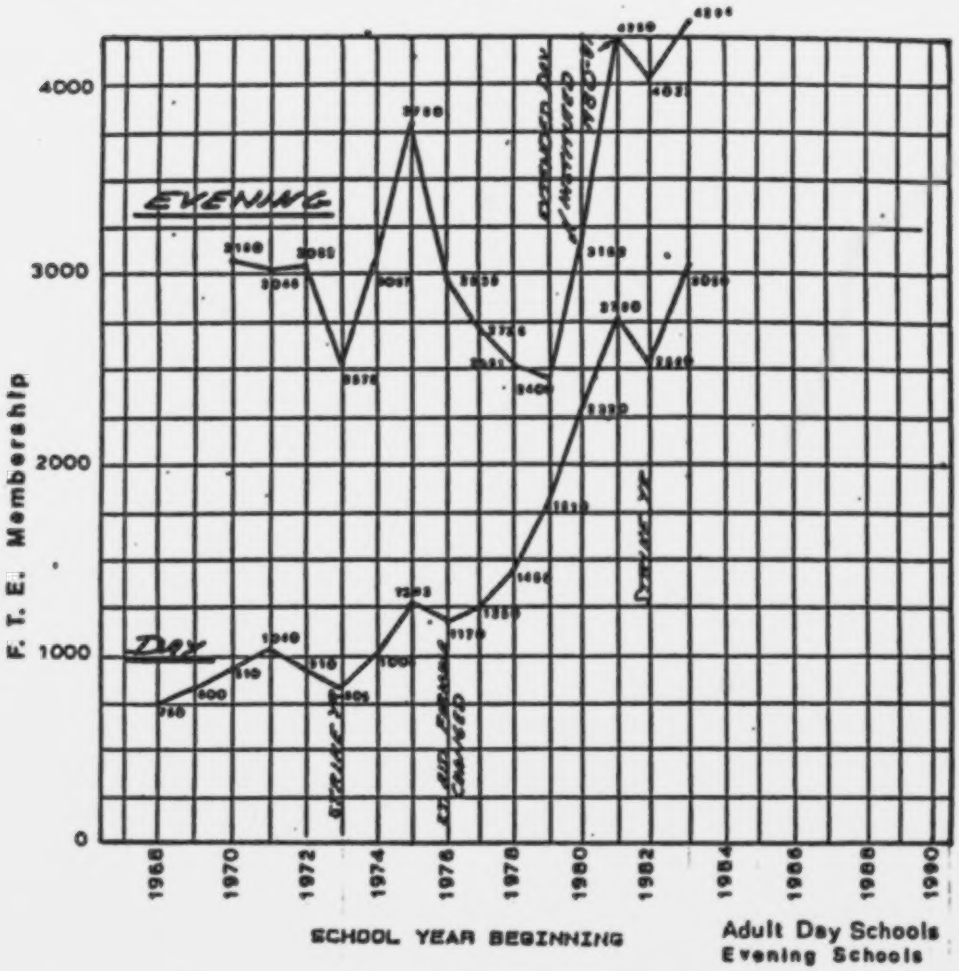
SOURCE: Department of Adult Education, July, 1984

TABLE 84-B-27
ADULT EDUCATION
ADULT SECONDARY OUTREACH GROWTH IN F.T.E.
1971-83



SOURCE: Department of Adult Education, July, 1984

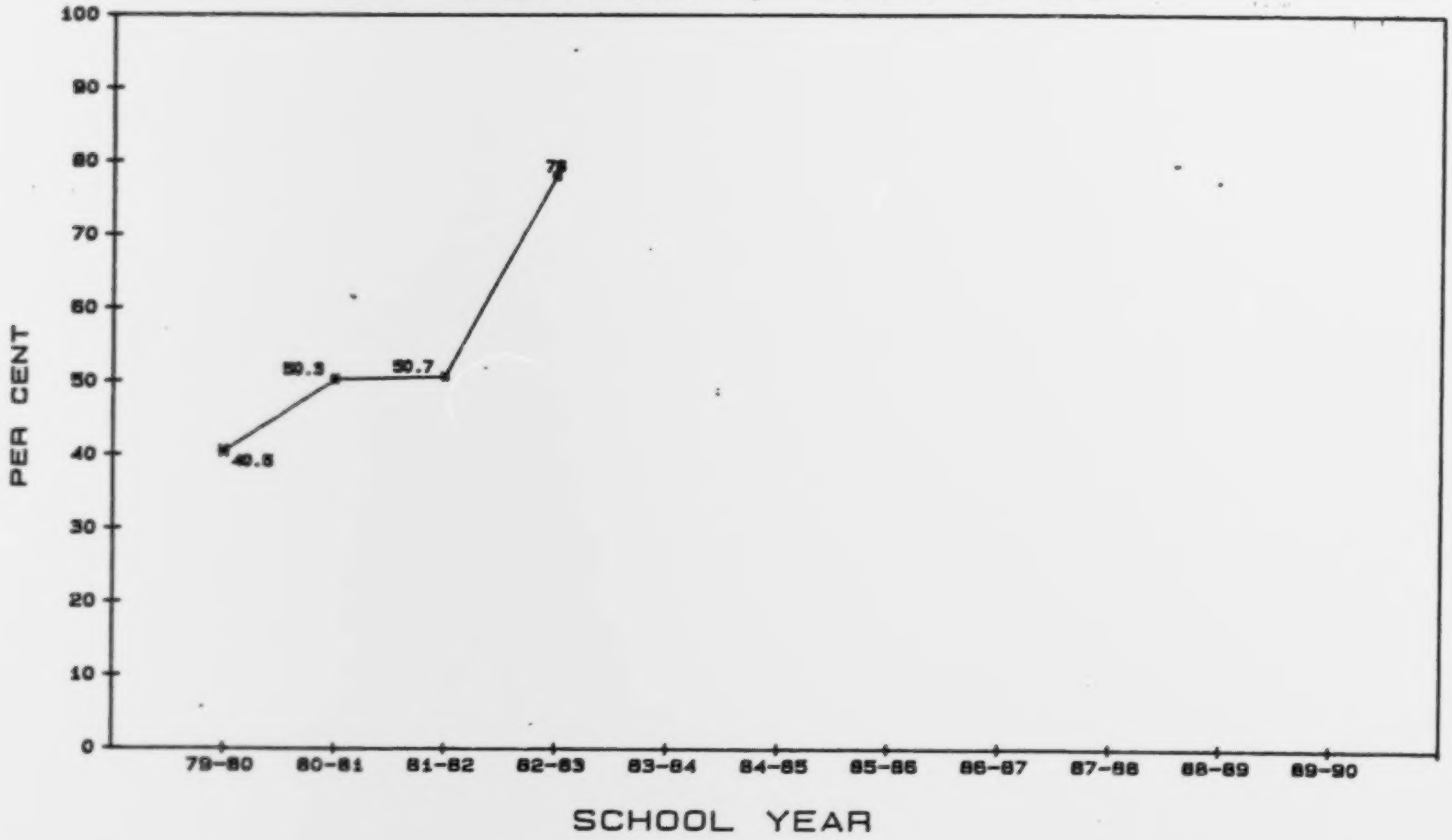
TABLE 84-B-28
ADULT EDUCATION
EVENING AND ADULT DAY SCHOOL
GROWTH IN F.T.E.
1968-83



SOURCE: Department of Adult Education, July, 1984

PUPIL MOBILITY

FIGURE 84-B-29
PUPIL MOBILITY
TOTAL MEMBERSHIP TRANSACTIONS
BY PERCENT, 1979-89



SOURCE: Pupil Transactions, 1979-80 (August, 1980), 1980-81 (September, 1981), 1981-82 (December, 1982), 1982-83 (September, 1983); Office of Instructional Improvement, Information Systems

TABLE 84-B-30
PUPIL MOBILITY
MEMBERSHIP TRANSACTIONS BY GRADE
1982-83

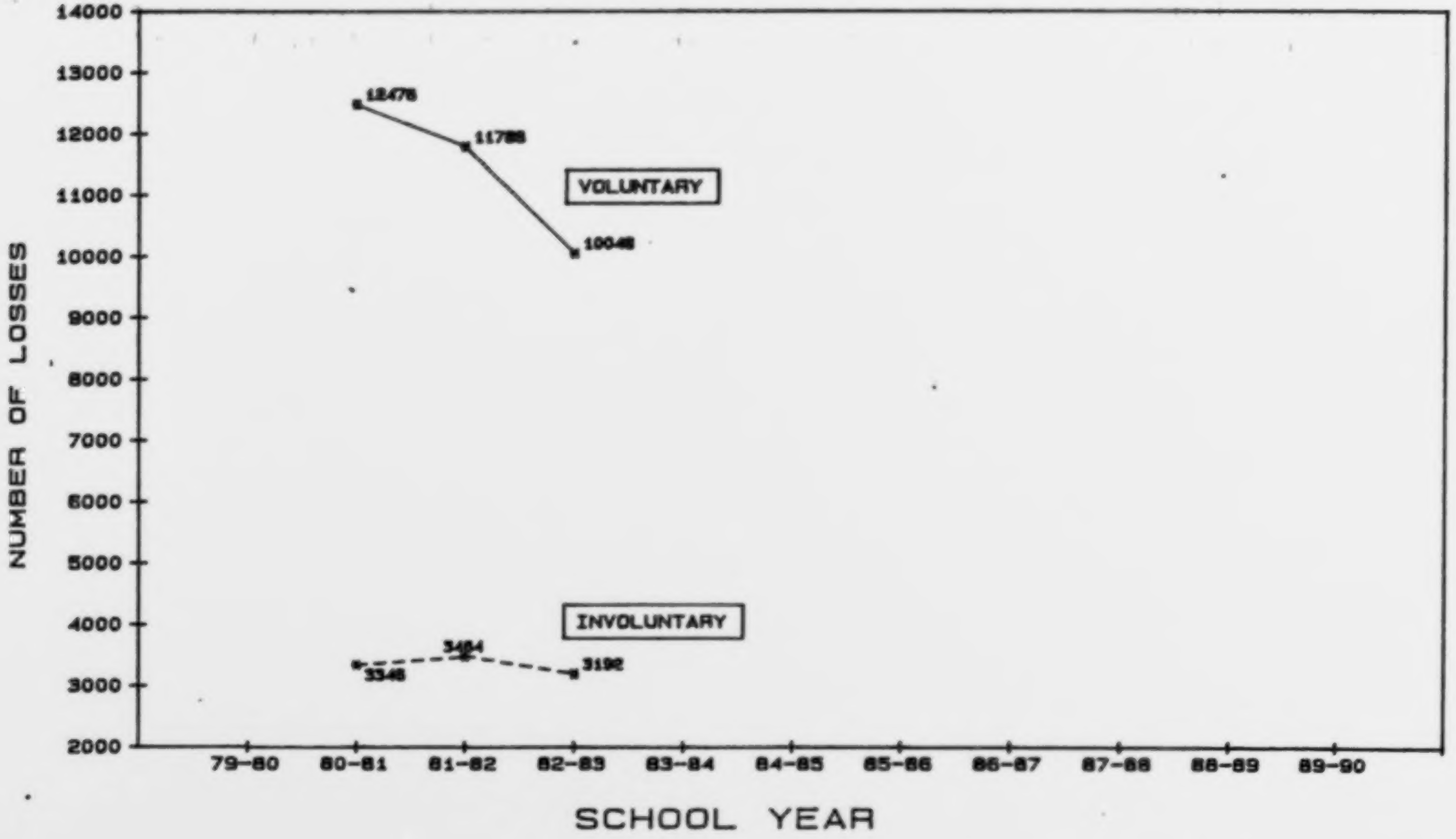
Grade	Registrations	Receipts					Losses							Total Transactions	
		By Transfer				Returns	By Transfer				To Other States and Countries	Other Losses**			
		From Detroit		From Mich. (not Det.)			From Detroit		From Mich. (not Det.)						
		Public School	Nonpublic School	Public School	Nonpublic School		Public Schools*	Nonpublic School	Public School	Nonpublic School		Involuntary	Voluntary	Number	Percent
K	12022	1950	15	16	14	245	1954	57	252	25	176	198	59	4961	41.3
1	10553	3514	4	8	3	579	3518	294	520	101	292	137	39	9009	85.4
2	11759	3664	5	3	1	639	3664	152	488	72	327	108	9	9132	77.7
3	11503	3359		4	2	621	3360	126	488	57	295	106	5	8423	73.2
4	12577	3361	2	3	3	674	3362	135	426	64	285	107	5	8427	67.0
5	12453	3027	5	3	1	644	3028	124	385	38	238	71	5	7569	60.8
6	12493	3681	2	1	1	872	3681	163	374	53	266	162	7	9263	74.2
7	12202	3061	3	4	3	814	3062	112	367	38	246	279	42	8031	65.8
8	11148	2297	2	3	4	678	2298	70	311	34	230	257	76	6260	56.2
9	10372	5376	23	49	13	1129	5432	80	271	69	298	600	904	14244	137.3
10	9784	2158	21	33	15	799	2224	36	204	20	204	447	868	7029	80.0
11	7694	1146	12	27	12	482	1198	24	120	17	121	277	571	4007	52.1
12	6832	519	2	7	4	326	566	6	107	7	52	169	7169	8934	130.8
Spec. Educ.	6073	3961	1	5	2	768	3966	37	227	27	105	274	289	9662	159.1
Total	147465	41074	97	166	78	9270	41313	1416	4540	622	3135	3192	10048	114951	78.0

*Losses of those students who transferred from one Detroit public school to another are estimated to be equal to the numbers of such pupils received by transfer. The computer data base did not keep track of losses by transfer from Detroit sending schools.

**See Table II.

SOURCE: Pupil Transactions, 1982-83, Office of Instructional Improvement, Information Systems, September, 1983

FIGURE 84-B-31
PUPIL MOBILITY
TOTAL INVOLUNTARY AND VOLUNTARY LOSSES
1979-89



NOTE: 1979-80 data are not available.

SOURCE: Pupil Transactions, 1979-80 (August, 1980), 1980-81 (September, 1981), 1981-82 (December, 1982), 1982-83 (September, 1983); Office of Instructional Improvement, Information Systems

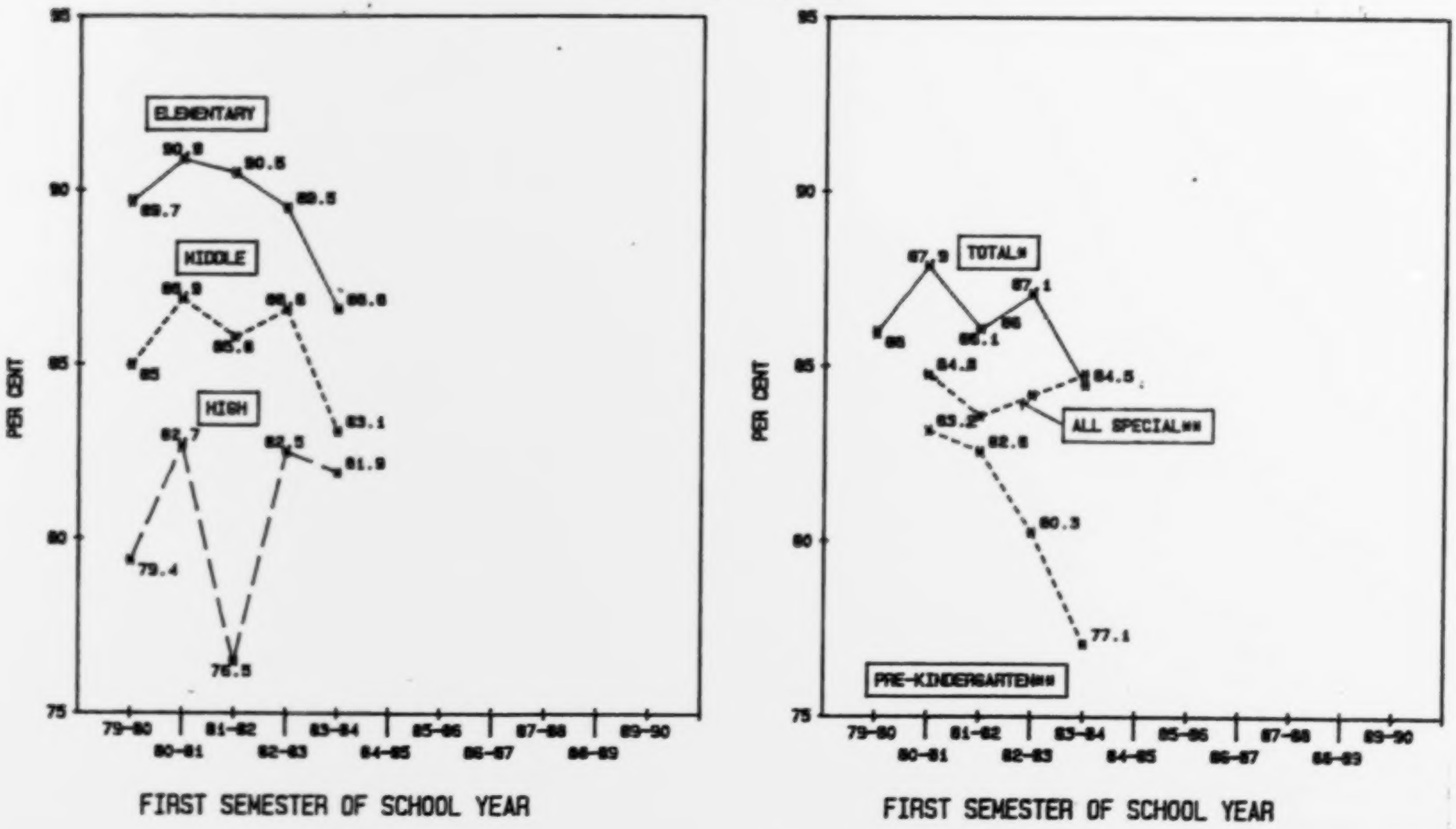
TABLE 84-B-32
PUPIL MOBILITY
SUMMARY OF INVOLUNTARY AND VOLUNTARY LOSSES BY GRADE
1982-83

Grade	Involuntary Losses								Voluntary Losses								
	To Institutions-Except Youth Home	Moved, Cannot Locate	Excluded-Uneducable	Death	Suspended	Special Release (School Age)	Other Involuntary	Total Involuntary	Employment	Over Compulsory School Age	Unable to Adjust in School	Needed at Home	Enlisted in Armed Services	Married	Graduates	Other Voluntary	Total Voluntary
K	60	113	1	2			22	198		54	3					4	61
1	33	87		3	1		11	135		3						38	41
2	26	63	1	2			14	106								11	11
3	15	66		4			19	104		2						5	7
4	33	59	1	1			11	105		1						6	7
5	20	42		1			6	69		1						7	8
6	91	53		1	5		10	160		5						5	10
7	176	63	1		19	3	17	279		35			1			9	45
8	169	57		7	4	4	14	255	1	65	3					10	79
9	359	159	1	6	55	8	11	599		901	33	1	1	1		58	995
10	220	151		4	54	2	16	447	3	901	4	2	3	1		44	958
11	107	127		6	22	2	12	276	1	589	6		3			62	661
12	35	113		3	13	1	2	167		404			4	1	6439	23	6871
Sp. Ed.	146	89	19	16	15	1	6	292		201	1					92	294
Total	1490	1242	24	56	188	21	171	3192	5	3162	50	3	12	3	6439	374	10048

SOURCE: Pupil Transactions, 1982-83, Office of Instructional Improvement, Information Systems, September, 1983

ATTENDANCE

FIGURE 84-B-33
AVERAGE DAILY ATTENDANCE
FIRST SEMESTER, BY DIVISION
1979-89



* Does not include Pre-kindergarten. ** Data not available for 1979.

TABLE 84-B-34
ATTENDANCE, AVERAGE DAILY
BY DIVISION, BY GRADE
DECEMBER, 1983

Grade or Program	Average Membership	Average Attendance	
		Number	Percent
Pre-Kindergarten	(2285.3)	(1762.2)	(77.1)
Elementary			
Kindergarten	13460.6	10423.4	77.4
Primary Unit	29929.0	25872.0	86.4
Grade 3	14945.6	13222.0	88.4
Grade 4	14499.0	12940.2	89.2
Grade 5	15280.6	13723.8	89.8
Grade 6	2910.0	2617.8	89.9
Grade 7	294.0	267.6	91.0
Grade 8	199.0	183.2	92.0
Special Education	3050.8	2676.8	87.7
English Second Language	145.8	134.6	92.3
Total	94714.4	82061.4	86.6
Middle			
Kindergarten	249.0	196.6	78.9
Grade 5	572.0	418.2	73.1
Grade 6	14432.0	11982.4	83.0
Grade 7	16169.0	13557.8	83.8
Grade 8	14733.0	12415.2	84.2
Grade 9	974.0	843.6	86.6
Special Education	1921.0	1371.0	71.3
Total	49050.0	40784.8	83.1
High			
Grade 9	21802.0	17412.0	79.8
Grade 10	13327.0	10948.0	82.1
Grade 11	9528.0	7987.0	83.8
Grade 12	5308.0	4596.0	86.5
Total	49965.0	40943.0	81.9
All Special Education	3200.4	2714.8	84.8
Davis	179.6	176.4	98.2
Dow World Work	111.0	79.6	71.7
Total*	197220.4	166760.0	84.5

*Does not include Pre-Kindergarten.

SOURCE: Average Daily Attendance--December 5, 1983, Information Systems Department, Office of Instructional Improvement, February 15, 1984

TABLE 84-B-35
ATTENDANCE, AVERAGE DAILY
BY HIGH SCHOOL
1979-83

School	Percent of Students in Attendance, First Semester 1979-1983				
	Dec. 1979	Oct. 1980	Nov. 1981	Dec. 1982	Dec. 1983
Cass	96.6	95.7	90.2	92.9	92.8
Central	86.7	81.2	79.2	81.0	81.3
Chadsey	83.4	86.5	80.4	85.7	85.1
Cody	69.1	86.3	72.4	77.6	74.5
Cooley	84.4	84.9	78.5	82.5	83.9
Denby	75.2	79.8	77.2	82.8	80.9
Finney	83.9	81.0	74.6	77.9	79.0
Ford	84.7	81.6	78.7	83.8	82.3
Kettering	67.5	80.6	73.6	80.7	81.1
King	80.1	81.2	65.7	80.7	77.7
Mackenzie	79.6	82.3	73.2	77.8	80.6
Mumford	85.9	91.5	80.7	85.9	86.2
Murray-Wright	78.6	81.9	83.1	86.1	86.2
Northeastern	66.8	78.8	72.1	-	-
Northern	81.9	80.9	73.6	78.1	78.8
Northwestern	85.3	84.8	74.1	81.9	81.2
Osborn	74.5	72.6	74.6	82.4	82.4
Pershing	71.2	79.6	72.5	75.4	80.4
Redford	80.6	81.4	69.0	84.1	78.2
Renaissance	93.8	94.7	94.5	95.1	95.3
Southeastern	83.2	80.7	78.8	80.2	77.1
Southwestern	53.4	72.5	74.3	83.8	79.6
Western	77.3	79.4	74.1	80.8	82.0

SOURCE: Average Daily Attendance--December 5, 1983, Information Systems Department, Office of Instructional Improvement, F[illegible]ruary 15, 1984

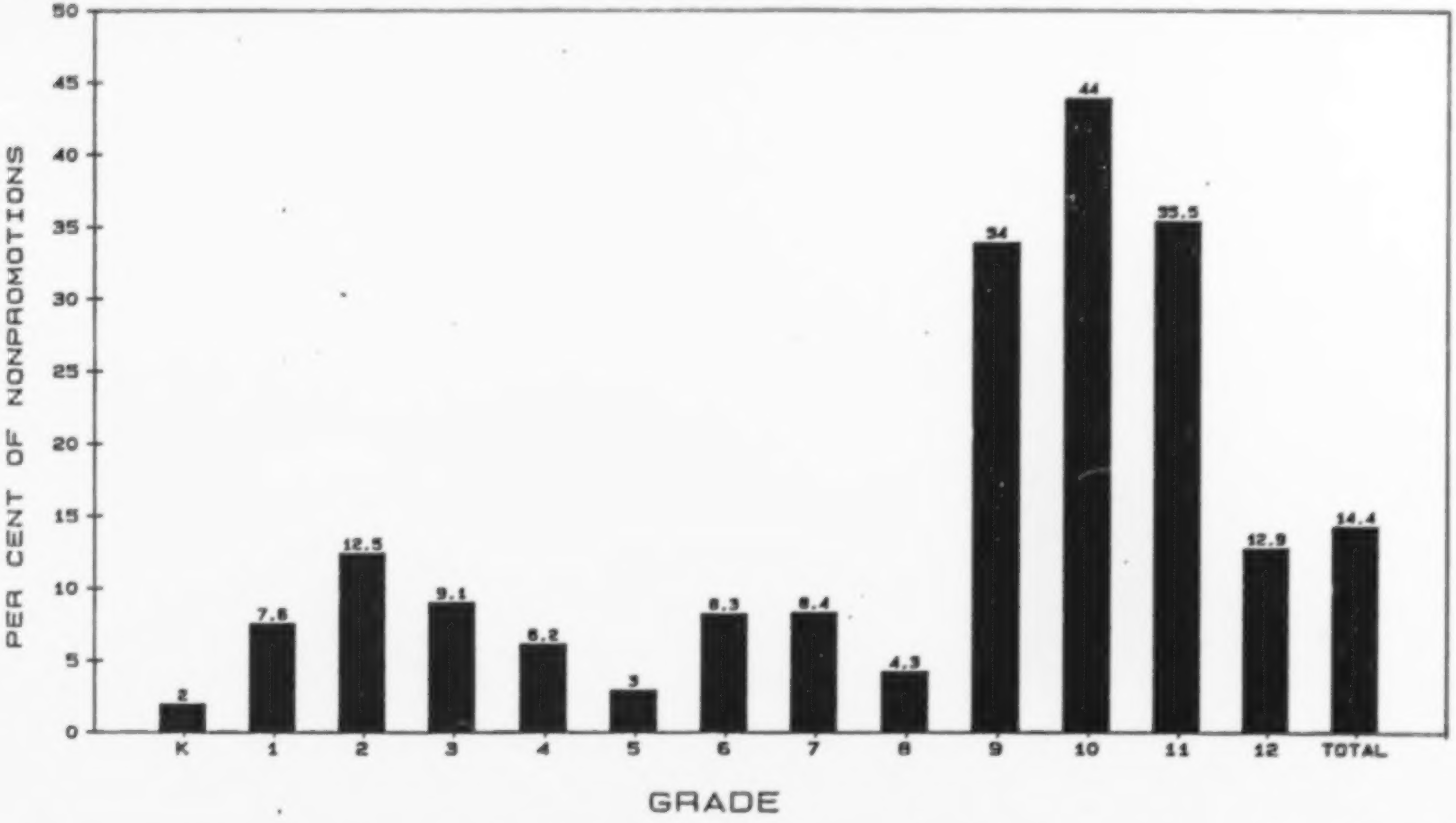
TABLE 84-B-36
ATTENDANCE
HIGH SCHOOLS COMPARED TO CITY AVERAGE
AVERAGE DAILY ATTENDANCE
DECEMBER, 1983

School	Average Membership	Average Attendance	
		Number	Percent
Renaissance	759.0	723.0	95.3
Cass	3343.0	3102.0	92.8
Mumford	2354.0	2029.0	86.2
Murray-Wright	2256.0	1945.0	86.2
Chadsey	1527.0	1299.0	85.1
Cooley	3383.0	2838.0	83.9
Osborn	3027.0	2494.0	82.4
Ford	2943.0	2422.0	82.3
Western	1315.0	1078.0	82.0
Average for City's High Schools	49965.0	40943.0	81.9
Central	2482.0	2018.0	81.3
Northwestern	1926.0	1563.0	81.2
Kettering	2517.0	2041.0	81.1
Denby	2362.0	1911.0	80.9
Mackenzie	2492.0	2008.0	80.6
Pershing	2459.0	1977.0	80.4
Southwestern	1785.0	1420.0	79.6
Finney	2241.0	1770.0	79.0
Northern	1286.0	1013.0	78.8
Redford	3098.0	2422.0	78.2
King	1754.0	1363.0	77.7
Southeastern	1512.0	1165.0	77.1
Cody	3144.0	2342.0	74.5

SOURCE: Average Daily Attendance--December 5, 1983, Information Systems Department, Office of Instructional Improvement, February 15, 1984

NONPROMOTIONS

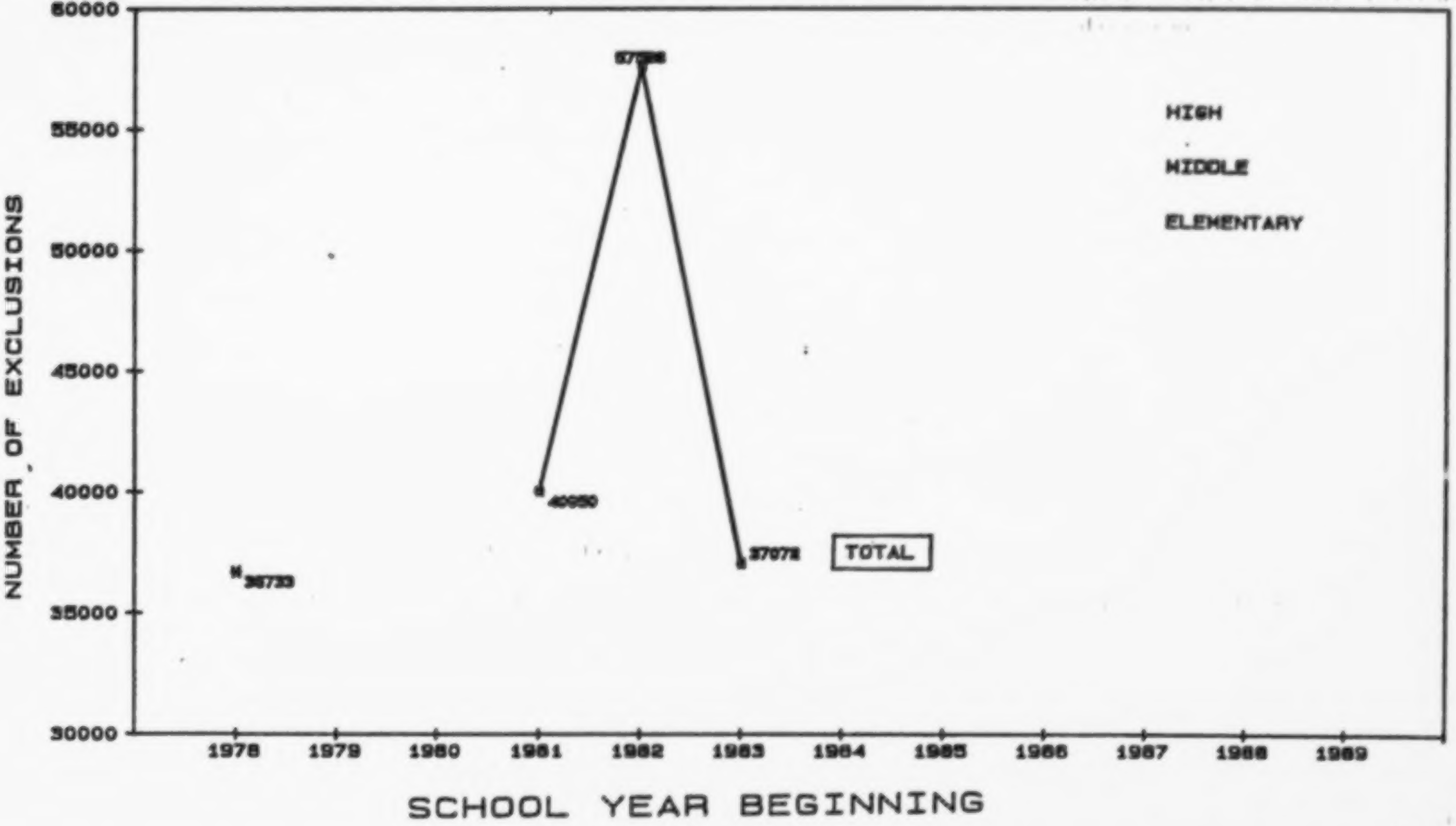
FIGURE 84-B-37
NONPROMOTIONS
PERCENTAGE BY GRADE
1983-84



SOURCE: Nonpromotion Report, 1983-84, Office of Instr. Improve., Information Systems Dept., September, 1984

EXCLUSIONS, SUSPENSIONS, EXPULSIONS

FIGURE 84-B-38
TOTAL EXCLUSIONS BY DIVISION
1978-89



SOURCE: Attendance Department, October, 1984

NOTE: 1979-80 and 1980-81 data were lost. Data are not available by division.

TABLE 84-B-39
NUMBER OF EXCLUSIONS
BY HIGH SCHOOL
1979-89

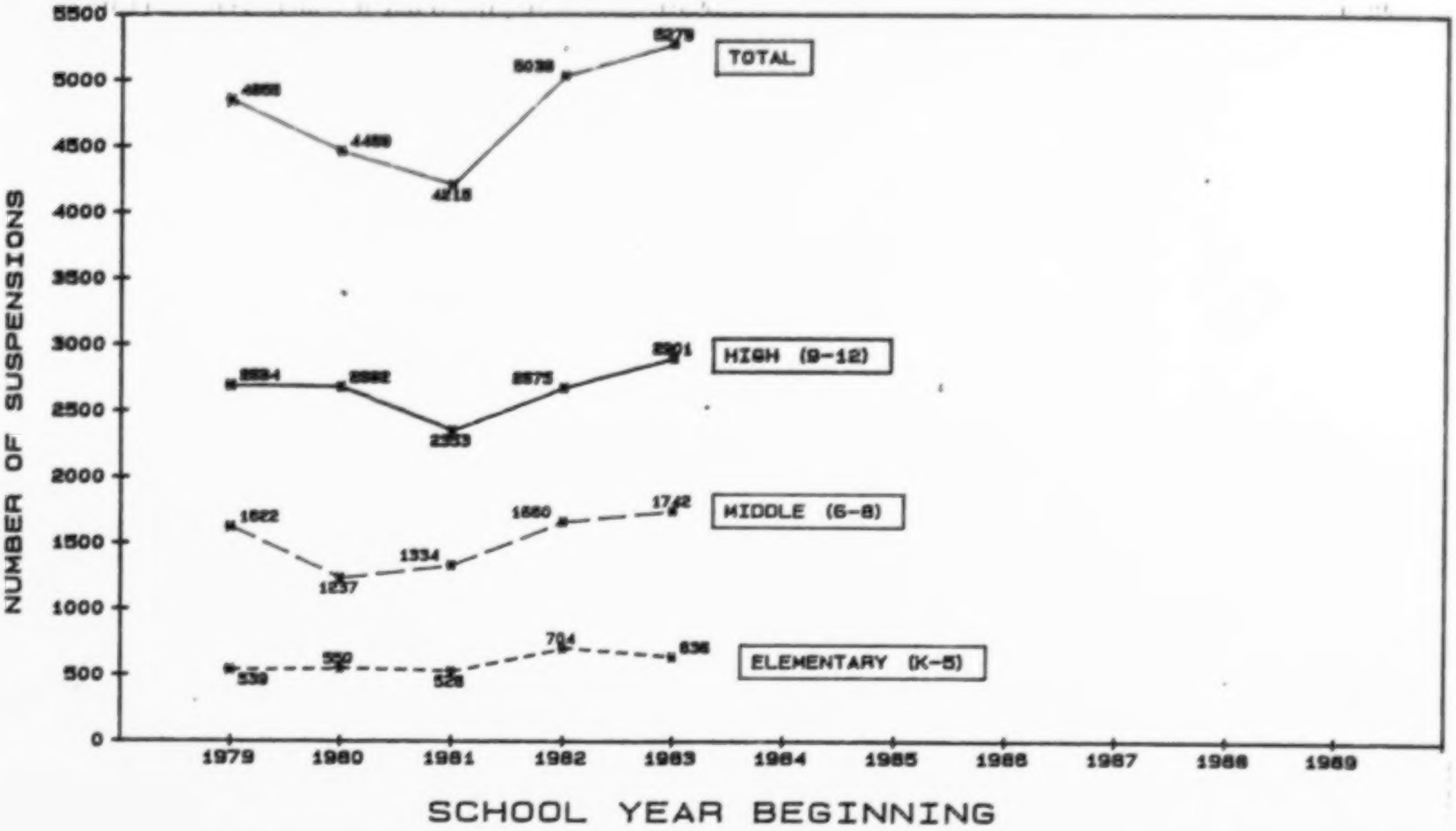
					A	B					
SCHOOL	79-80	80-81	81-82	82*-83	83**-84	83**-84	84-85	85-86	86-87	87-88	88-89
Cass				347	30	640					
Central				938	30	802					
Chadsey				700	85	547					
Cody				1542	95	1080					
Cooley				1540	185	1813					
Denby				1638	181	1653					
Finney				1930	180	2035					
Ford				3287	111	2918					
Kettering				1807	240	1845					
King				841	254	767					
Mackenzie				1750	141	1720					
Mumford				1303	156	1533					
Murray Wright				787	113	1085					
Northern				317	149	307					
Northwestern				941	75	1401					
Osborn				2242	169	2475					
Pershing				1235	108	922					
Redford				2476	204	2673					
Renaissance				62	11	57					
Southeastern				2314	100	1349					
Southwestern				1186	129	1888					
Western				1081	58	1140					
Davis				61	11	105					
TOTAL				30325	2815	30755					

SOURCE: *Detroit Public Schools, Court Ordered Educational Components

**Area G

NOTE: Data are not available for other years.
A - Illegal Acts
B - Prohibited Behavior

FIGURE 84-B-40
TOTAL SUSPENSIONS, BY DIVISION
1979-89



NOTE: ELEMENTARY numbers include special education.

SOURCE: Attendance Department, October, 1984

TABLE 84-B-41
NUMBER OF SUSPENSIONS
BY HIGH SCHOOL
1979-89

					A	B					
SCHOOL	79-80	80-81	81-82	82-83*	83-84**	83-84**	84-85	85-86	86-87	87-88	88-89
Cass				24	8	7					
Central				42	26	14					
Chadsey				86	79	23					
Cody				221	74	116					
Cooley				348	141	150					
Denby				139	80	42					
Finney				127	69	87					
Ford				188	93	89					
Kettering				193	59	100					
King				30	21	14					
Mackenzie				148	62	11					
Mumford				114	84	86					
Murray Wright				92	21	72					
Northern				105	83	33					
Northwestern				101	43	141					
Osborn				177	112	53					
Pershing				117	87	40					
Redford				245	140	114					
Renaissance				0	0	0					
Southeastern				72	20	46					
Southwestern				99	61	113					
Western				99	36	37					
Davis				0	1	3					
TOTAL				2767	1400	1391					

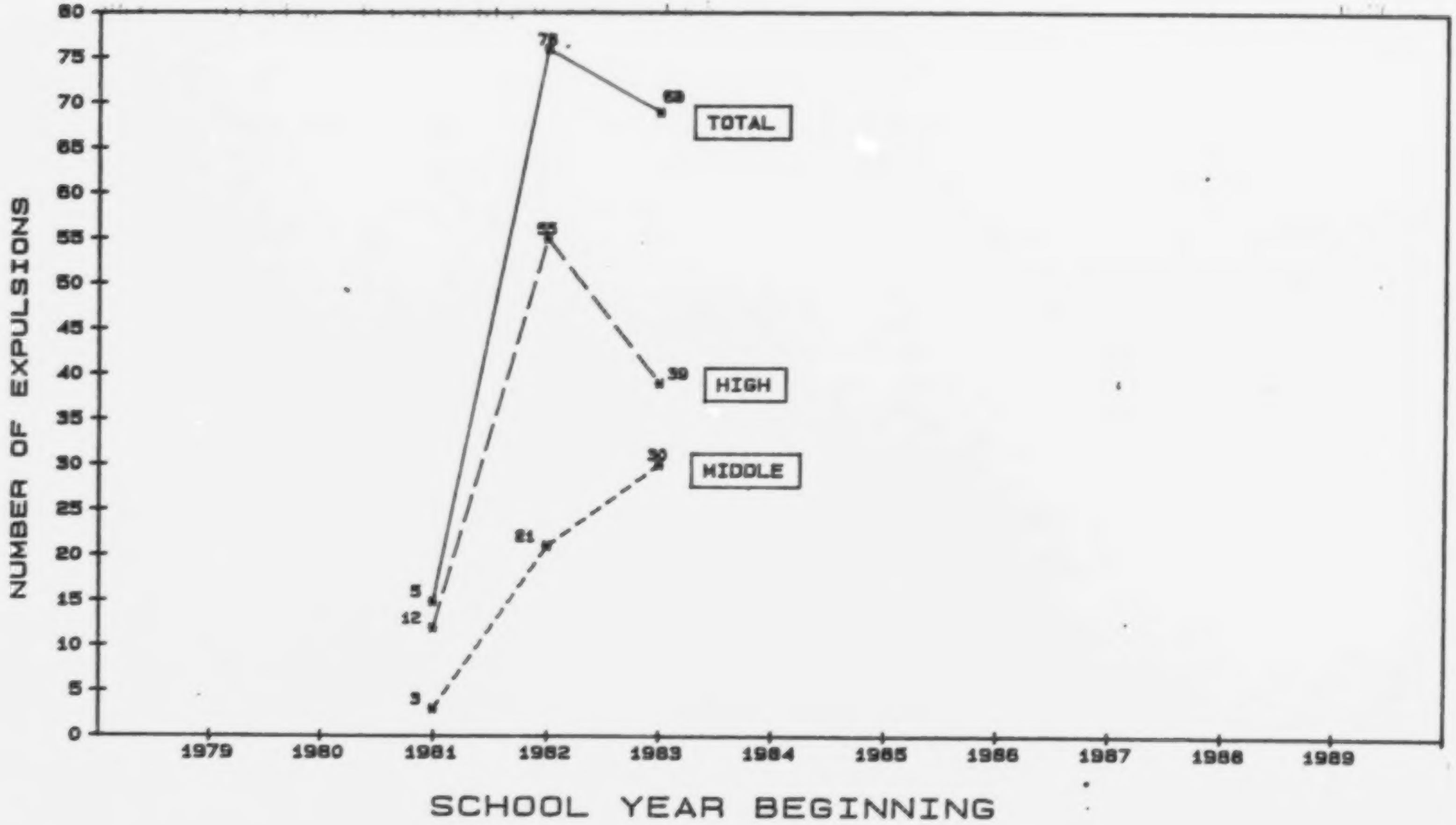
SOURCE: *Detroit Public Schools, Court Ordered Educational Components

**Area G

NOTE: Data are not available for other years.

A - Illegal Acts
B - Prohibited Behavior

FIGURE 84-B-42
TOTAL EXPULSIONS, BY DIVISION
1979-89



NOTE: The Violent Acts Policy began in 1981-82 school year.

SOURCE: Attendance Department, October, 1984

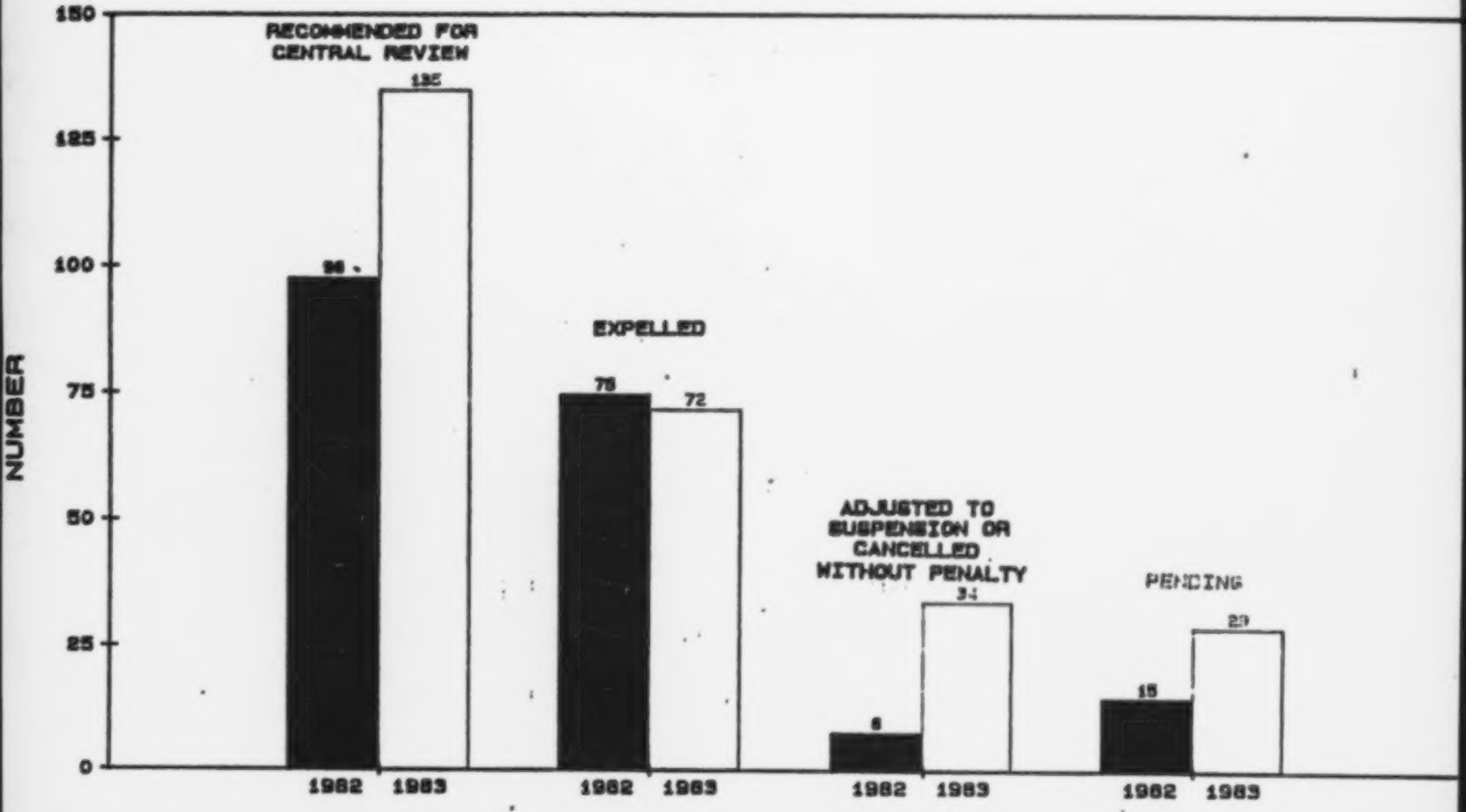
TABLE 84-B-43
NUMBER OF EXPULSIONS
BY HIGH SCHOOL
1979-89

SCHOOL	79-80	80-81	81-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90
Cass											
Central											
Chadsey											
Cody											
Cooley											
Denby											
Finney											
Ford											
Kettering											
King											
Mackenzie											
Mumford											
Murray Wright											
Northern											
Northwestern											
Osborn											
Pershing											
Redford											
Renaissance											
Southeastern											
Southwestern											
Western											
Davis											
TOTAL											

SOURCE:

NOTE: Data are not available.

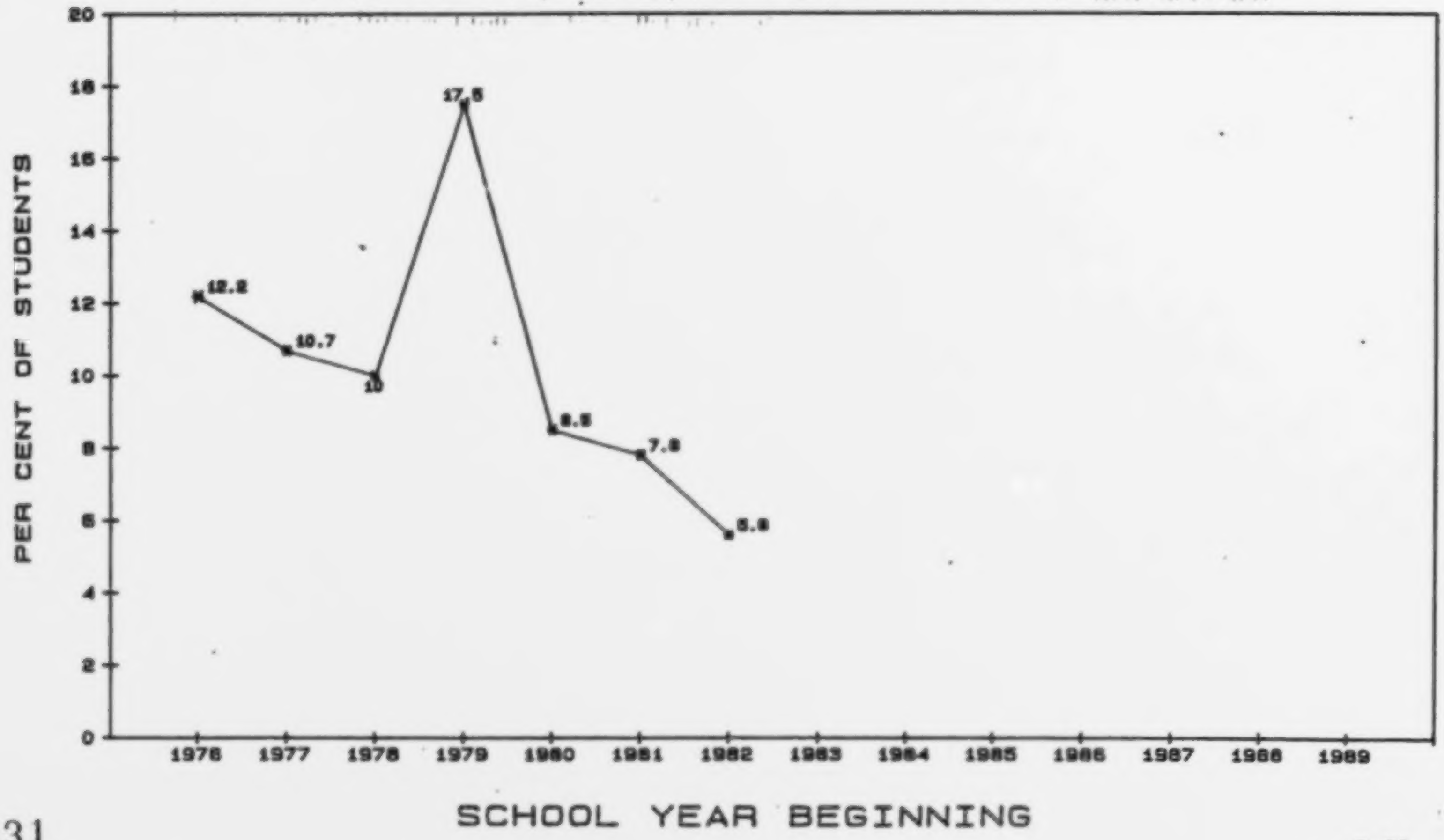
FIGURE 84-44
EXPULSIONS
ACTION TAKEN
1982-83



SOURCE: Court Ordered Educational Components, July 1984

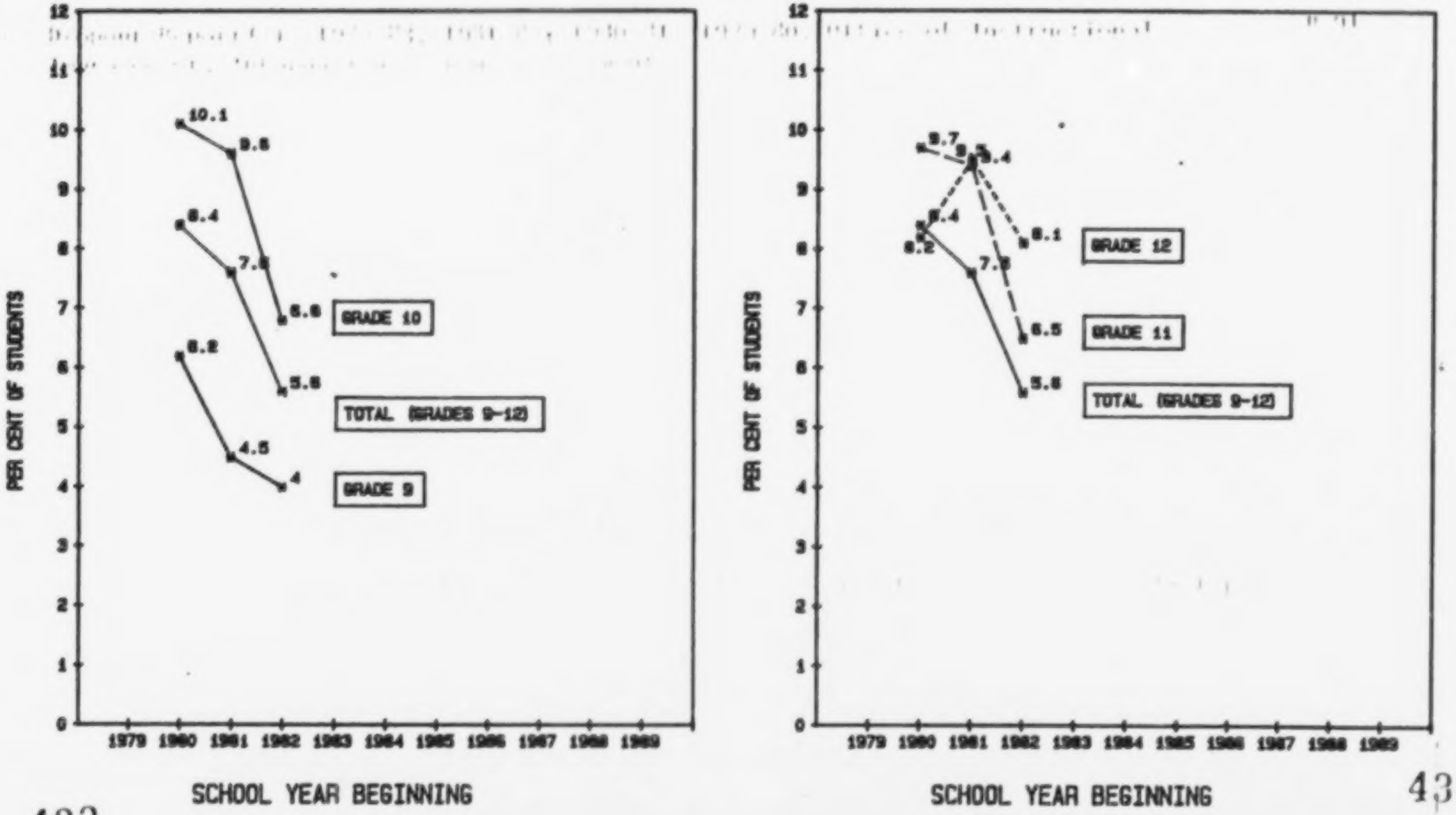
DROPOUTS

FIGURE 84-B-45
PERCENT OF STUDENT DROPOUTS
TOTAL FOR GRADES 9-12
1976-89



SOURCE: Dropout Report(s)--1982-83, 1981-82, 1980-81, 1979-80, Office of Instructional Improvement, Information Systems Department

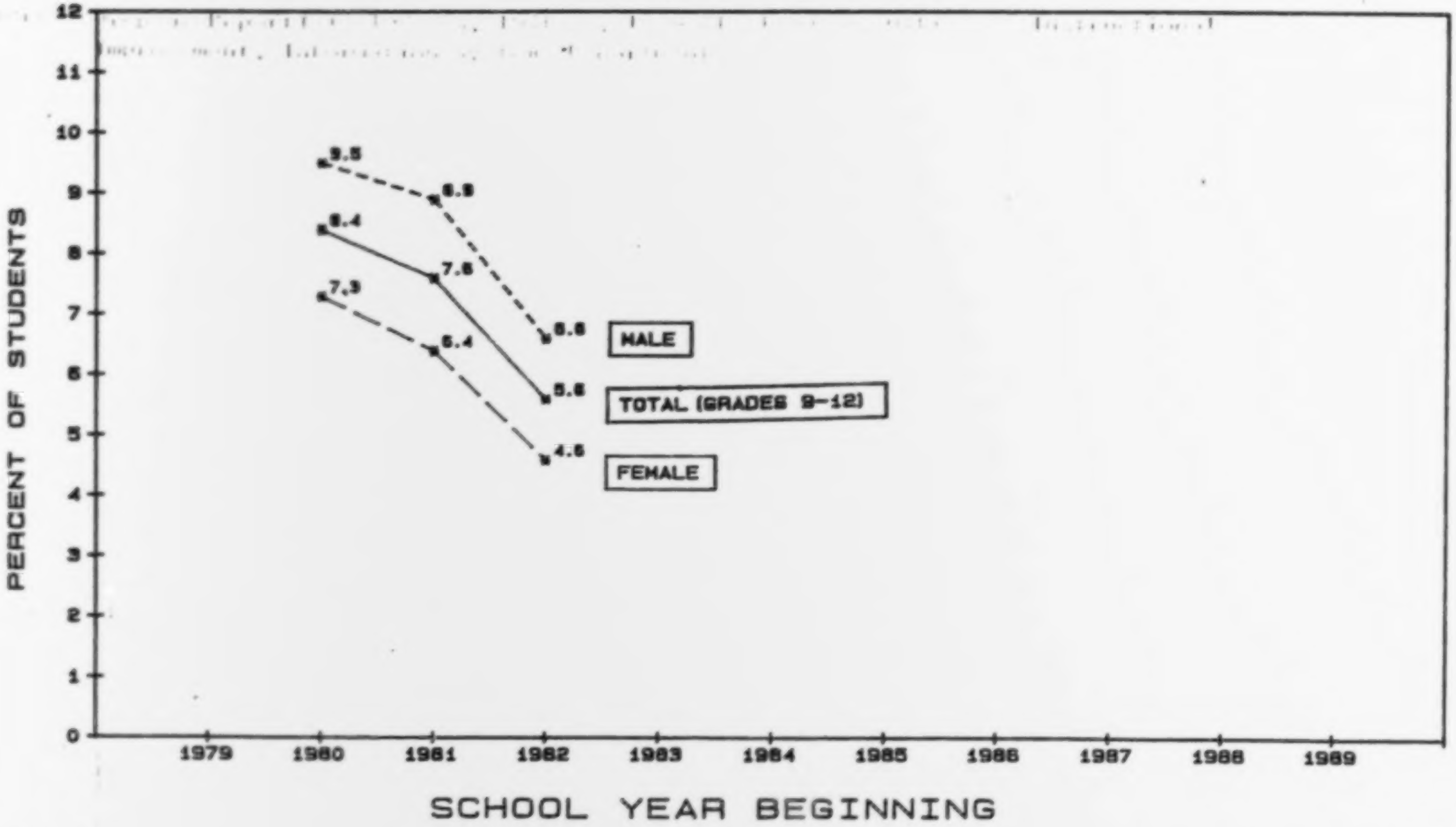
FIGURE 84-B-46
PERCENT OF STUDENT DROPOUTS
GRADES 9-12
1979-89



NOTE: Due to their much higher numbers, 1979 data are not shown for comparison.

SOURCE: Dropout Report(s)--1982-83, 1981-82, 1980-81, 1979-80, Office of Instructional Improvement, Information Systems Department

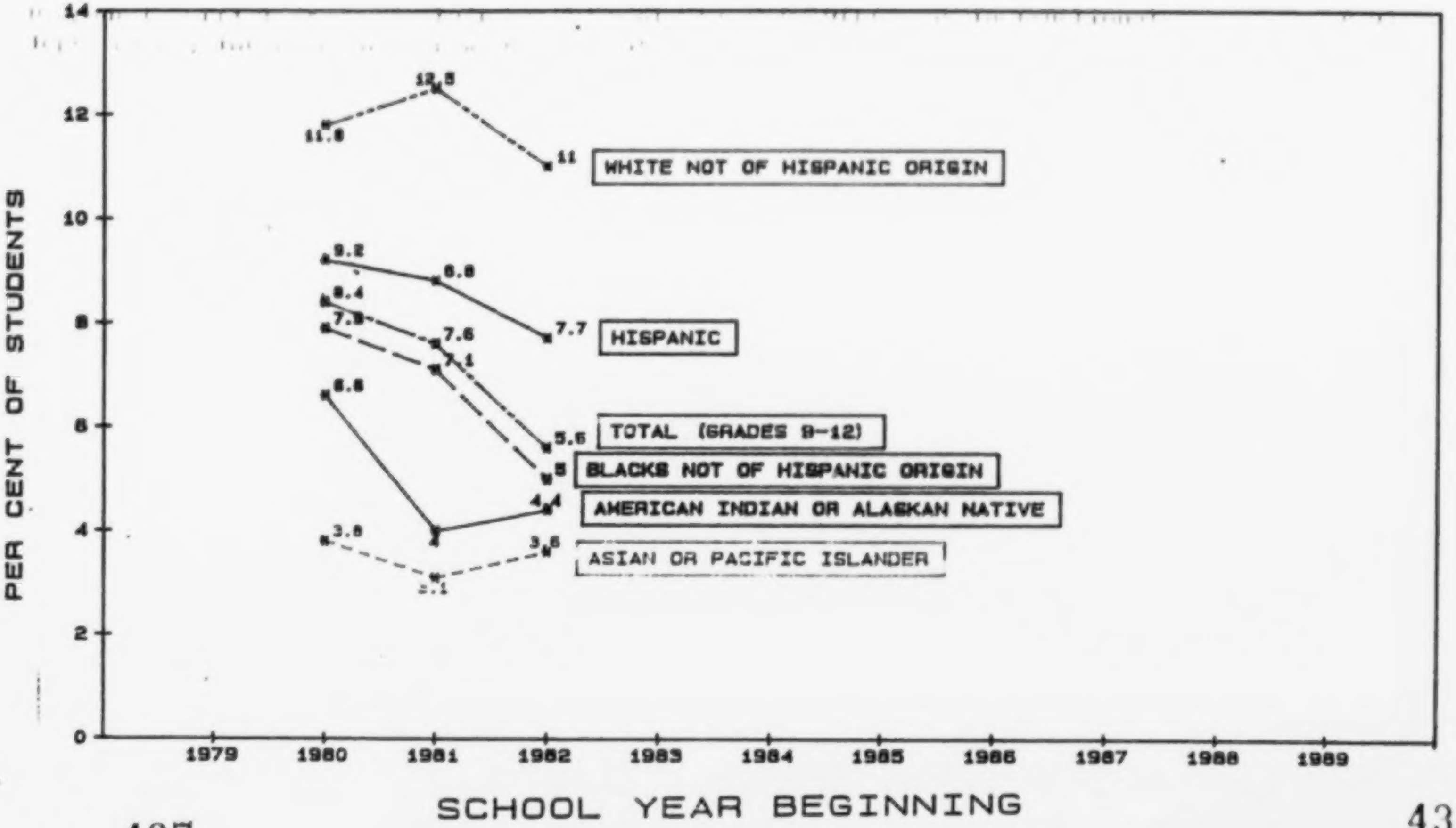
FIGURE 84-B-47
PERCENT OF STUDENT DROPOUTS, GRADES 9-12
BY SEX
1979-89



NOTE: Due to their much higher numbers, 1979 data are not shown for comparison.

SOURCE: Dropout Report(s)--1982-83, 1981-82, 1980-81, 1979-80, Office of Instructional Improvement, Information Systems Department

FIGURE 84-B-48
PERCENT OF STUDENT DROPOUTS, GRADES 9-12
BY RACE
1979-89



NOTE: Due to their much higher numbers, 1979 data are not shown for comparison.

SOURCE: Dropout Report(s)--1982-83, 1981-82, 1980-81, 1979-80, Office of Instructional Improvement, Information Systems Department

TABLE 84-B-49
DROPOUTS
PERCENT BY HIGH SCHOOL
1979-89

	79-80	80-81	81-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90
Cass	2.6	1.1	1.0	0.3							
Central	28.4	11.3	10.3	6.8							
Chadsey	9.9	9.2	8.3	8.8							
Cody	3.3	11.4	11.6	6.0							
Cooley	18.6	7.7	7.2	6.4							
Denby	30.8	12.3	10.9	11.4							
Finney	29.2	11.2	8.7	11.6							
Ford	15.1	10.7	10.4	6.1							
Kettering	8.4	7.0	7.0	2.4							
King	18.0	11.6	10.6	7.2							
Mackenzie	25.5	14.4	13.6	5.4							
Mumford	19.5	6.0	5.0	2.3							
Murray Wright	5.4	4.1	4.3	2.1							
Northern	10.3	7.6	6.1	8.2							
Northwestern	17.4	8.3	6.5	6.6							
Osborn	30.2	6.7	5.5	4.4							
Pershing	13.1	3.9	3.5	1.3							
Redford	24.2	11.6	11.2	6.6							
Renaissance	0.0	0.4	0.4	1.0							
Southeastern	20.9	8.8	7.4	5.5							
Southwestern	30.8	9.4	8.5	10.8							
Western	34.0	11.2	11.0	11.9							
Davis (Aero)	39.8	8.0	15.1	6.3							
Dow World of Work			15.9	8.0							
Northeastern	21.1	5.1	4.9								
TOTAL											

SOURCE: Dropout Report(s)--1982-83, 1981-82, 1980-81, 1979-80, Office of Instructional Improvement, Information Systems Department

TABLE 84-B-50
DROPOUTS
HIGH SCHOOLS
RANK BY PERCENT
1982-83

11.9	Western
11.6	Finney
11.4	Denby
10.8	Southwestern
8.8	Chadsey
8.2	Northern
8.0	Dow World of Work
7.2	King
6.8	Central
6.6	Redford
6.6	Northwestern
6.4	Cooley
6.3	Davis
6.1	Ford
6.0	Cody
5.9	Mackenzie
5.5	Southwestern
4.4	Osborn
2.4	Kettering
2.3	Mumford
2.1	Murray-Wright
1.3	Pershing
1.0	Renaissance
0.3	Cass

SOURCE: Dropout Report--1982-83, Office of Instructional Improvement, Information Systems Department, April, 1984

439b

TABLE 84-B-51
DISTRIBUTION OF HIGH SCHOOL STUDENTS BY AGE
JUNE, 1983

Year Born	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Age	Percentage of Enrollment	Age	Percentage of Enrollment	Age	Percentage of Enrollment	Age	Percentage of Enrollment	Age	Percentage of Enrollmen
1963			19	0.3			19	4.3	19	1.2
1964	18	0.5	18	2.5	18	7.1	18	22.4	18	5.9
1965	17	3.3	17	10.1	17	26.0	17	69.5	17	20.3
1966	16	11.7	16	27.7	16	64.4	16	3.8	16	24.9
1967	15	28.7	15	57.8	15	2.5			15	26.9
1968	14	54.3	14	1.6					14	20.3
1969	13	1.4							13	0.5

SOURCE: Office of Instructional Improvement, Information Systems

TABLE 84-B-52
1980-81 NINTH GRADE SURVIVAL INTO 1983-84

	City wide total High Schools		Mumford		Beaubien		Hampton		Post		Knudsen		City Wide Middle	
In Detroit Public	9473	47.0	80	39.8	277	71.6	180	59.6	186	64.4	76	73.8	719	66.5
Lost to other districts	1612	8.1	10	5.0	14	3.6	5	1.6	8	2.8	1	1.0	28	2.6
Graduates	946	4.7	7	3.5	1	.3			1	.3	1	1.0	3	.3
Total Retentions	12031	59.8	97	48.3	292	75.5	185	61.3	195	67.5	78	75.7	750	69.4
Non-Returns	2959	14.7	55	27.3	59	15.2	69	22.8	44	15.2	13	12.6	185	17.1
Moved cannot locate	326	1.6	8	9.0	2	.5			4	1.4	3	2.9	9	.8
Suspended	138	.6	7	3.5	1	.2	1	.3	2	.7			4	.4
Special release														
Overage	3434	17.0	23	11.4	12	3.1	28	9.3	22	7.6	5	4.8	67	6.2
Other	180	.9			7	1.8			12	4.1	1	1.0	20	1.8
Mistake	1094	5.4	11	5.5	14	3.6	15	5.0	10	3.5	3	2.9	42	3.9
Total Losses	8131	40.2	104	51.7	95	24.5	117	38.7	94	32.5	25	24.3	331	30.6
Grand Total	20162	100.0	201	100.0	387	100.0	302	100.0	289	100.0	103	100.0	1081	100.0

SOURCE: Office of Instructional Improvement, Information Systems, April 9, 1984

TABLE 84-B-53
COMPARISON OF NUMBER OF STUDENTS IN GRADE 12 AND GRADUATES TO TOTAL IN AGE GROUP

	1970-71	1980-81
Total in age group	27,948	21,307
Boys	14,064	10,682
Girls	13,884	10,625
Total in grade 12	12,900	7,147
Total day school graduates	13,758	7,159
Boys	6,322	3,119
Girls	7,436	4,040
Total evening school graduates including GED	551	3,008
Boys	277	
Girls	244	
Percentage of age group in grade 12	46.1	33.5
Percentage graduates in day school	49.2	33.6
Boys	44.9	29.2
Girls	53.6	38.0
Percentage graduates in evening school	2.0	14.1

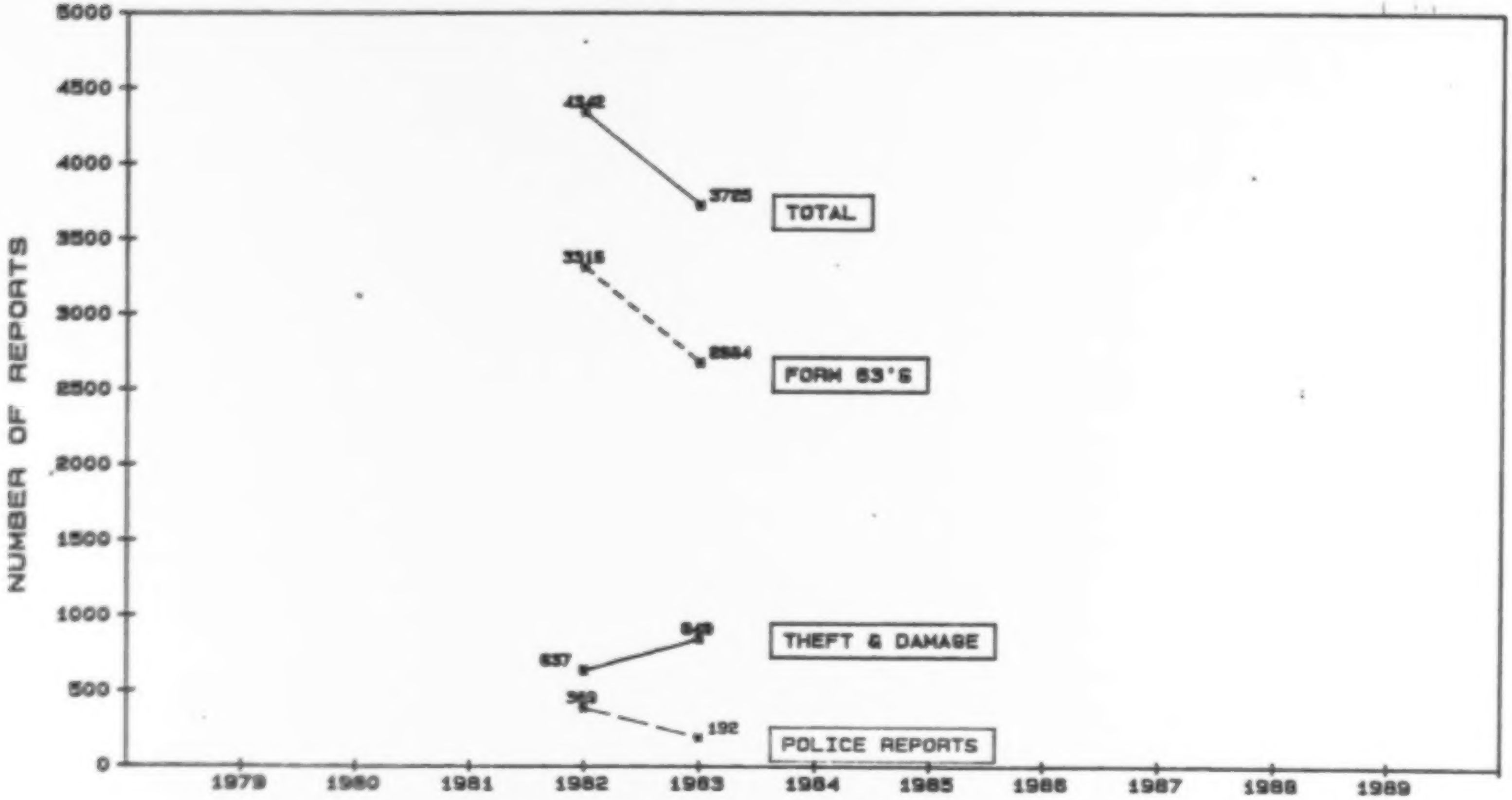
SOURCE: Office of Instructional Improvement, Information Systems, March 9, 1984

TABLE 84-B-54
RETENTION BY PERCENT COMPARED TO AGE

NOTE: This table is being developed

UNDESIRABLE INCIDENTS

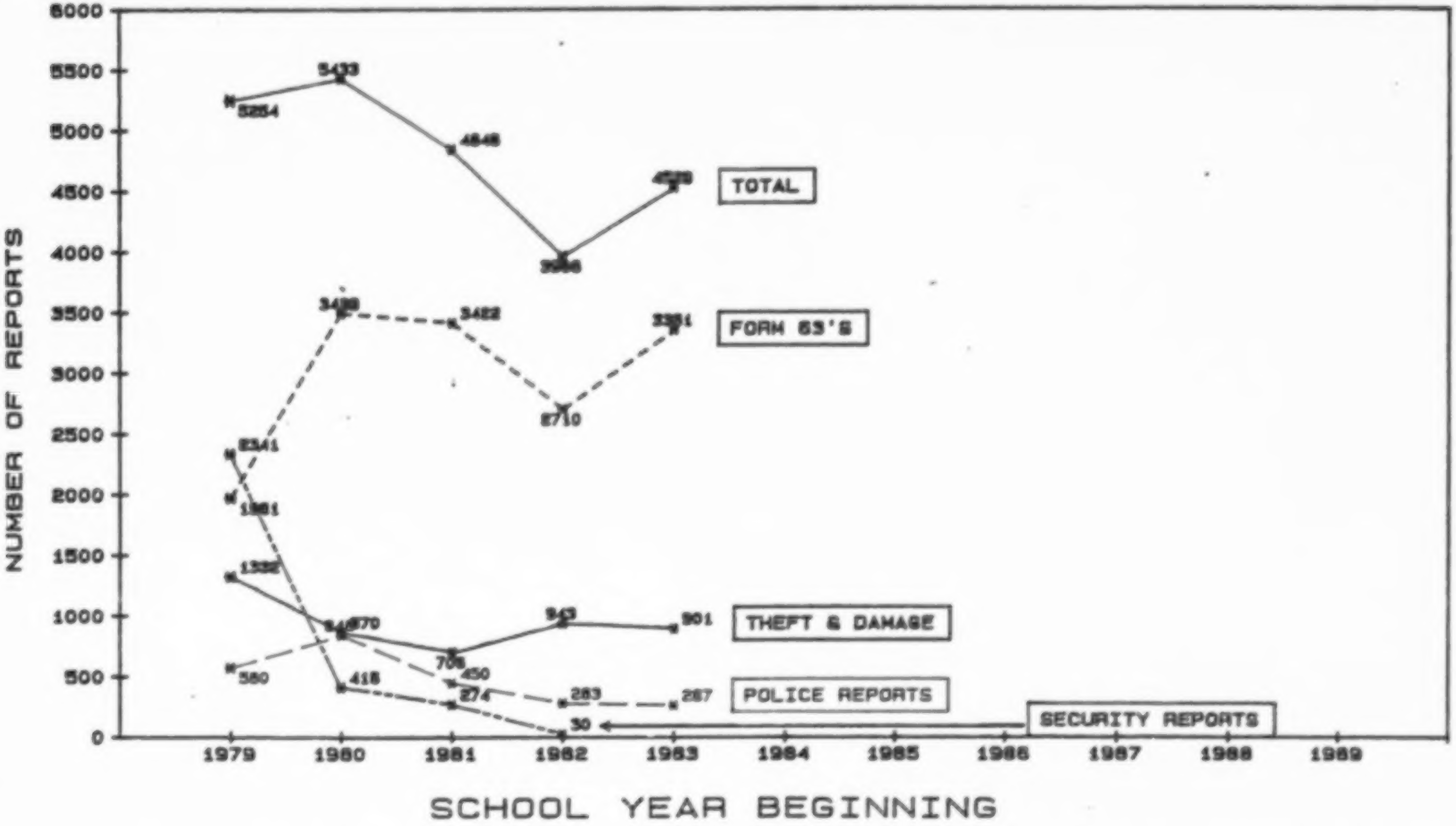
FIGURE 84-B-55
UNDESIRABLE INCIDENTS BY TYPE OF REPORT
1979-89



SCHOOL YEAR BEGINNING

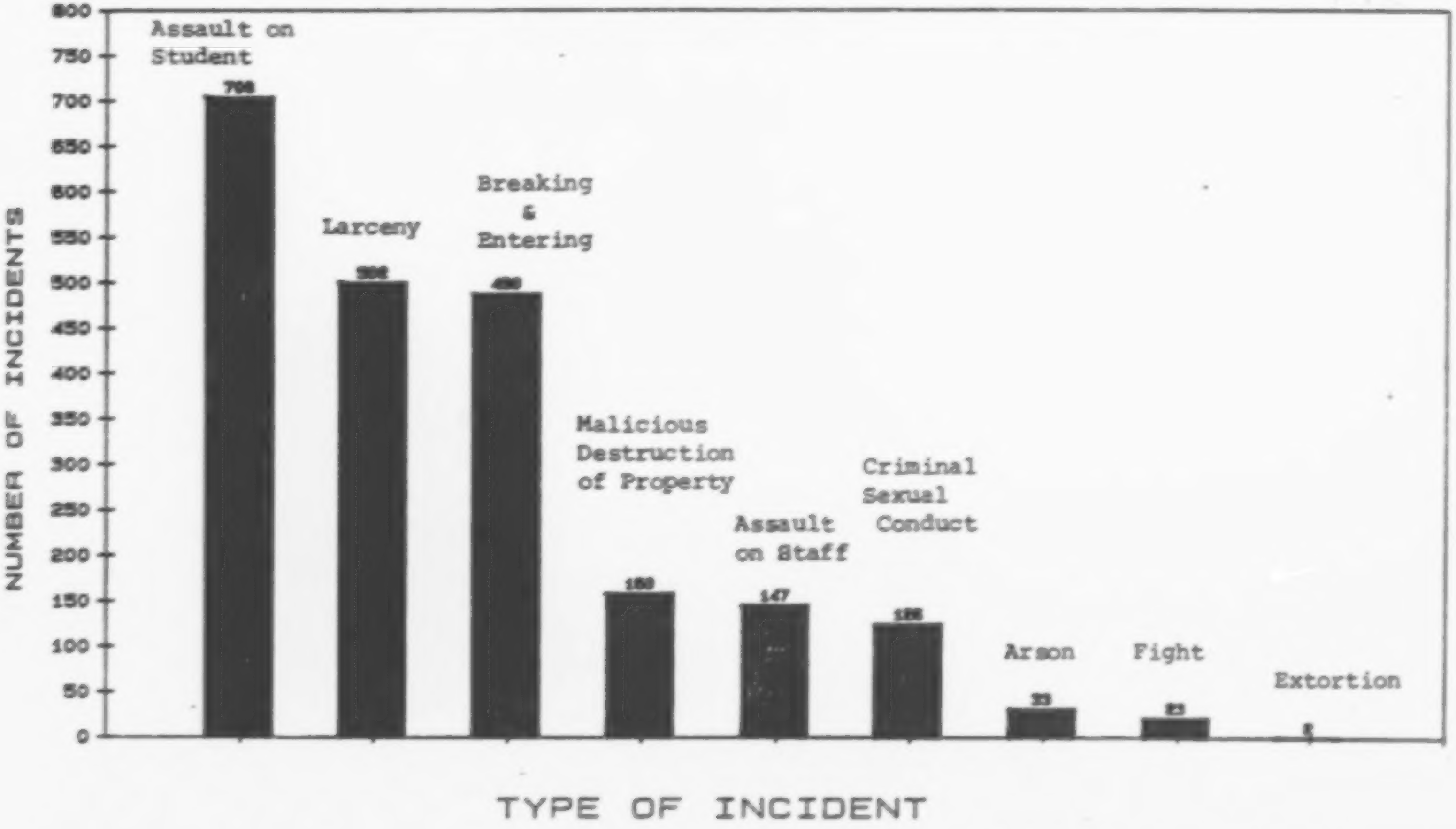
SOURCE: Detroit Public Schools Court Ordered Educational Components, July 1, 1984

FIGURE 84-B-56
UNDESIRABLE INCIDENTS BY TYPE OF REPORT 1979-89



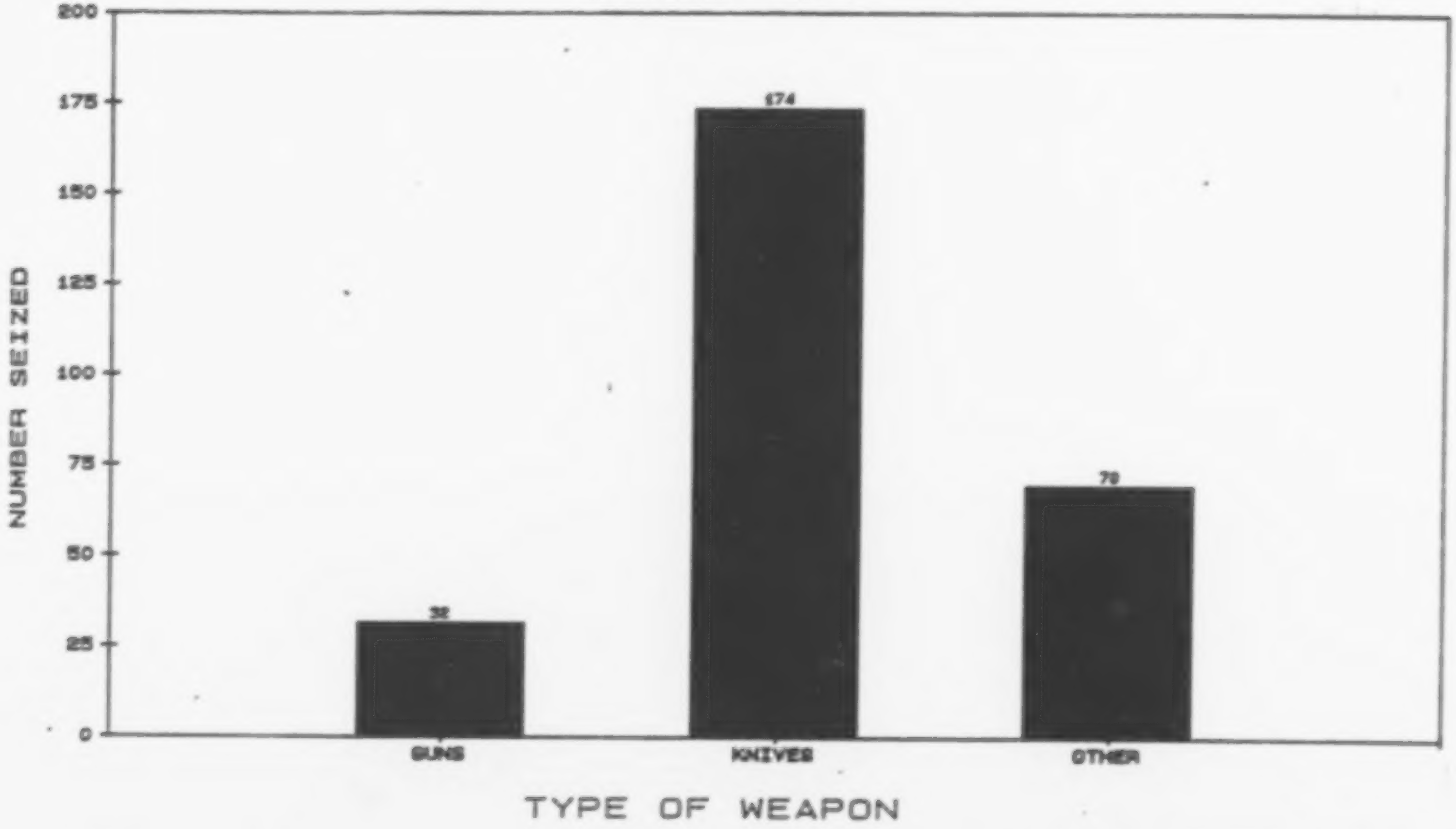
SOURCE: Security Department Reports NOTE: 1983-84 Security Reports are not reported as a separate category.

FIGURE 84-B-57
UNDESIRABLE INCIDENTS
BY TYPE OF INCIDENT
1983-84



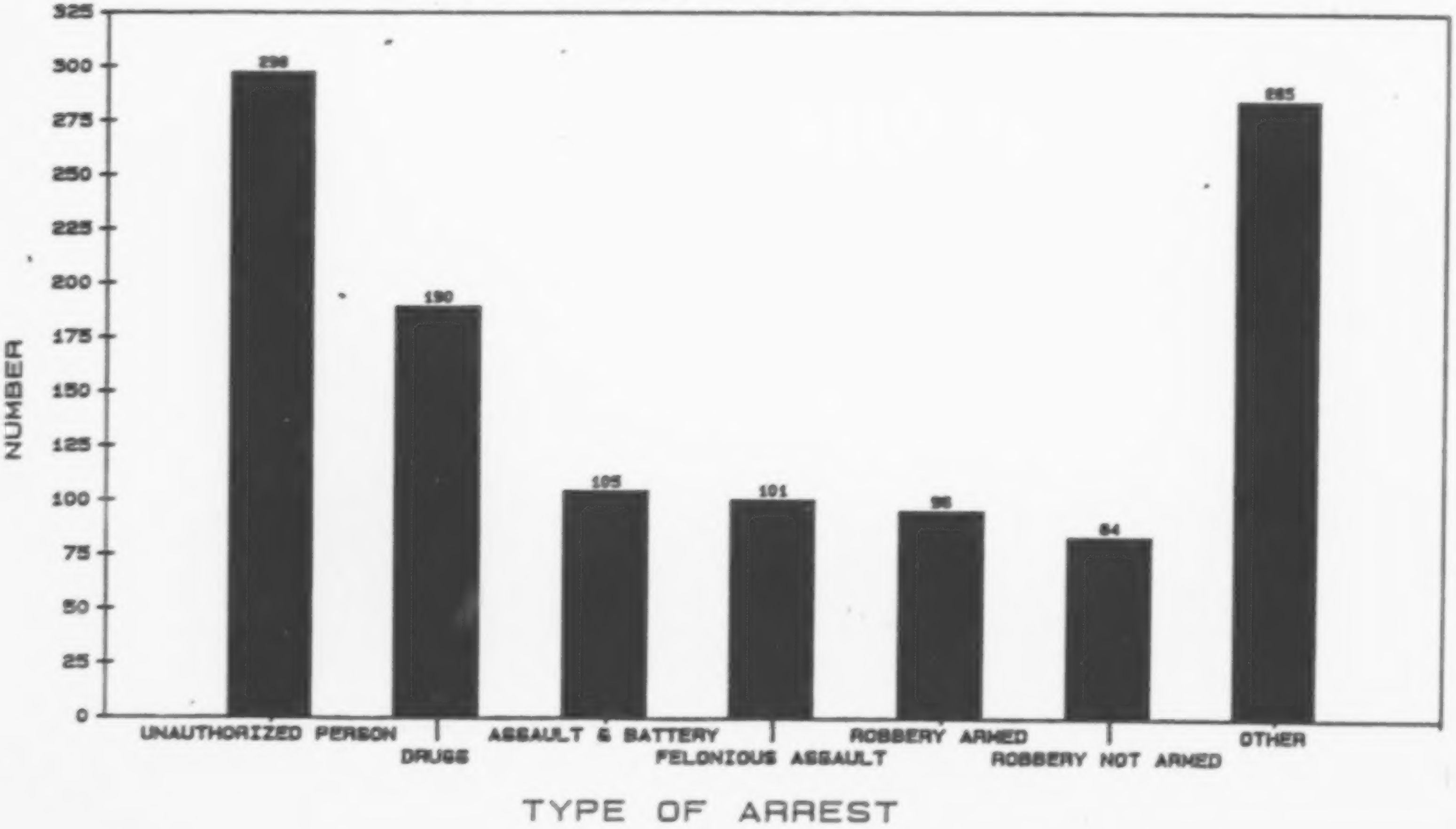
SOURCE: Security Department Reports

FIGURE 84-B-58
UNDESIRABLE INCIDENTS
WEAPONS SEIZED
1983-84



SOURCE: Security Department Reports

FIGURE 84-B-59
UNDESIRABLE INCIDENTS
NUMBER OF ARRESTS, BY TYPE
1983-84



SOURCE: Security Department Reports

SECTION C

PUPIL PERSONNEL SERVICES

TABLE OF CONTENTS

PART II SOCIAL

SECTION C PUPIL PERSONNEL SERVICES 3

ATTENDANCE

GUIDANCE AND COUNSELING

84-C-1 GUIDANCE AND COUNSELING 14
Personnel
1979-89

84-C-2 GUIDANCE AND COUNSELING SUPERVISORY AND MINITORING 15
SCHOOL VISITATIONS
1979-89

84-C-3 GUIDANCE AND COUNSELING 16
INSERVICE TRAINING SESSIONS
AND
NUMBER OF PARTICIPANTS
1979-89

SOCIAL WORK SERVICES

84-C-4 REPORTS OF ACTUAL OR SUSPECTED CHILD ABUSE OR NEGLECT 17
BY SCHOOL SOCIAL WORKERS AND OTHER SCHOOL STAFF TO THE WAYNE COUNTY
DEPARTMENT OF SOCIAL SERVICES, CHILDREN AND YOUTH SERVICES
1979-89

84-C-5 SCHOOL SOCIAL WORK SERVICE ANALYSIS 18
SPECIAL EDUCATION EVALUATIONS
1979-84

84-C-6 SUICIDE PREVENTION/INTERVENTION SURVEY 19
1983-84

PSYCHOLOGICAL SERVICES

WORK ADJUSTMENT PROGRAMS

SECTION C PUPIL PERSONNEL SERVICES

SECTION C PUPIL PERSONNEL SERVICES

OVERVIEW

The support students receive in the area of pupil personnel services is critical because these services help them to adjust to school, family, and community life. The changing economic conditions create many pressures which students must face. Effective adjustment services such as attendance, guidance and counseling , school social work, psychological services and those rendered by work experience programs are essential support systems for students.

At the end of the 1983-84 school year, Detroit schools completed a year-end evaluation of their School Improvement Plan. The report included requests for support from central and area staff to help the school become more effective. Those requests pertaining to pupil personnel services were as follows:

Request	Number of Schools
1. Increase psychological services	23
2. Increase school social work services	21
3. Increase school counseling services	20
4. Increase attendance services	7

Attendance

The services provided by the Department of Attendance include the investigation of absence reports and counseling students who have poor attendance records. Attendance personnel account for as many students as possible for the Fourth Friday Count. They also provide clothing, shoes, eyeglasses and hearing aid repairs to indigent students, arrange home teaching for chronically ill or physically disabled students, counsel and arrange school placement for students suspended from school, assist immigrant students with their initial enrollment in DPS and provide work permits to individuals under eighteen years of age.

SECTION C PUPIL PERSONNEL SERVICES

Guidance and Counseling

Effective guidance and counseling services are essential for Detroit Public School students. One of the key elements in providing effective service is specialized supervision and monitoring that trained guidance personnel provide along with the ongoing support and cooperation of local school administrators and the school district's decision makers.

In 1984-85 there were 96 counselors at the elementary school level. There is a need for one hundred and sixty-nine (169) counselors based on a ratio of one (1) counselor per elementary school. As number of high school guidance department heads is expected to remain constant if the number of schools remains the same. As student membership declines, the number of counselors can be expected to decline.

Much effort is devoted to guidance inservice, the specific purposes of which include:

1. Informing guidance personnel and developing their awareness of modifications in programs, services, or techniques.
2. Imparting the skills and knowledge necessary for keeping guidance personnel up-to-date.
3. Keeping guidance personnel abreast of current trends in guidance.
4. Supporting school personnel so that they are willing to try new guidance concepts.
5. Orienting new and/or inexperienced guidance team members.
6. Promoting understanding, acceptance, and communication among guidance personnel.
7. Establishing readiness for change.

SECTION C PUPIL PERSONNEL SERVICES

Social Work Services

The School Social Workers provide direct intervention for students who have social and emotional problems which interfere with learning and/or school adjustment. School social workers employ a variety of professional methods, casework, group work, behavior modification, etc., which are directed towards problem solving and modifying environmental factors. Currently, services provided by the Department of School Social Work Service relate to certain legal mandates, procedures and pupil needs. These services are categorized as follows:

1. Crisis and emergency intervention
2. Seriously disturbed and/or acting out students; students failing to achieve with social problems and/or emotionally impairment
3. Services to non-public schools
4. Severe attendance and school referral cases
5. Special Education (P.L. 94-142, Mich 451)
6. Prevention programs - for example: suicide prevention and intervention, and sexual assault prevention programs

Trends that have special implications for the Department of School Social Work Services are identified as follows:

1. Continued high unemployment in predominantly black urban areas correlates with an increase in social problems (environmental and stress related) that negatively affect the learning and adjustment of many children. (Reference - Planning Reports, City of Detroit Preliminary Draft 1982, details demographic data and implications for education.)
2. Increased infant and early childhood health problems and child abuse, including sexual assault, result in a larger number of pupil problems at an earlier age. (Reference - Detroit Health Department Report, 1982)
3. Students classified as mentally impaired and emotionally impaired are increasing in urban areas.

4. Single parents and the concomitant problems of young girls becoming pregnant at an earlier age with few home supports are increasing.
5. The number of school social workers providing services to general education students with serious, major problems is declining. (National Association of School Social Workers Reports)

Psychological Services

Prior to 1974, the psychologists were responsible for the evaluation of students referred by teachers and/or administrators. They had the responsibility to recommend the educational plan for students. There was little or no intervention for the 0-3 population and those over 16 years. Public Act 198 demanded a new process. Cases were presented to the EPPC, Educational Planning and Placement Committee, with representation from administrative, diagnostic and instructional components. The multidisciplinary evaluation approach required by Public Act 451 necessitated the intervention of various disciplines. The MET (Multi-disciplinary Evaluation Team) meetings and the subsequent IEPC (Individual Educational Planning Committee) also required additional time on the part of the school psychologist.

For psychological services, the referrals of persons (0-25 years) with a suspected handicapping condition will not decrease based on the following facts:

1. Any one, including parents, school personnel, hospitals, or social agencies may refer a person for Special Education evaluation.
2. Referrals may not be "closed" regardless of capability to respond within prescribed timelines.
3. The number of referrals for young people 17-25 has increased for the following reasons:
    a. Probation officers are making referrals as a condition for probation.
    b. Former special education students are being referred as they "dropped out" prior to graduation.
    c. The employment picture is rather bleak for those lacking a diploma and/or specific training.
    d. There is an increase in the birth of infants whose mothers are under 16 years of age, are drug addicted, or have fetal alcohol syndrome. These conditions present serious problems for the infant and intensifies the need for evaluation/intervention.

SECTION C PUPIL PERSONNEL SERVICES

Work Adjustment Programs

Work adjustment programs consist of Middle School Work Study, Senior High Work Study, Job Training Partnership Act, and Summer Michigan Youth Corp Programs. These programs are designed to provide a select group of 14 to 21 year old middle, senior graduates and dropout students with employability skills, training, paid work experiences, and placement services for immediate employment. Professional supervision, guidance, counseling, inservice training, remedial instruction, exploratory experiences, transportation, and other financial assistance are a few of the services the programs provide.

During a twelve-month period, approximately 6000 youth will receive placement services. Of that number, 3,000 will actively seek job placement. District-added costs funds, the Job Training Partnership Act funds and vocational education funds are budgeted to cover equipment, supply and personnel costs associated with operating a district-wide placement program for vocational education seniors, graduates, dropouts, and comprehensive high school students as well.

DPS job placement services are provided to all youth desiring employment through:

1. Placement centers located in the Vocational Technical Centers
2. Mini career centers located in the high schools
3. Detroit Training and Placement Center located at 8225 Second Boulevard

Vocational Technical Placement Centers

Students attending the Vocational Technical Centers are automatically enrolled for a full array of placement services offered as an integral part of Vocational Technical Center curriculum. Placement specialists and guidance department heads carry out the following responsibilities on a routine basis:

1. locate jobs, place students in jobs, counsel students on jobs, assist employers in training and evaluating students on the job
2. assist students in learning interviewing skills, improve writing skills and in completing application and resumes.

SECTION C PUPIL PERSONNEL SERVICES

Mini Career Centers

Mini career centers operating in selected high schools, provide services to regular JTPA eligible youth (seniors, graduates, dropouts, etc.) as well as in school youth not enrolled in a Vocational Technical Center Program. Depending upon the size of the school, several placement specialists, job developers and counselors screen, train and refer youth in accordance with needs, skills and job interests.

The Detroit Training and Placement Center

The Detroit Training and Placement Center (DTPC), owned and operated by the Detroit Public Schools, is locasted at 8225 Second. Staff assigned to DTPC focus on developing long term job opportunities for senior graduates who have completed a course of study at one of the five Vocational Technical Centers. The Vocational Technical Centers are unique training facilities requiring specialized attention if youth are to be placed on jobs commensurate with skill training acquired at the five centers. The emphasis at DTPC is to place youth in jobs related to areas for which they are trained. Approximately 1,049 students were placed for the period beginning June 1983 and ending March 1984.

SECTION C PUPIL PERSONNEL SERVICES

Issues	Implications
1. Student attendance and related services need to be improved	The amount of time spent by attendance personnel in responding to their duties must be reviewed to determine if changes in their priorities of task allotment times are appropriate. The purpose of such reviews is to improve the level of attendance services, quantitatively and qualitatively, which attendance personnel provide to students with attendance problems and to reduce the response time for requests for attendance investigations from one (1) to fourteen (14) days to no more than five (5) days.
2. A demand for effective counseling services continues to exist	A persistent and ongoing need of all students at every level of the school system is a developmental/preventive guidance delivery system that provides personalized sequential assistance in that aspect of the educational growth process that includes identity formation, effective participation with others, goal setting, selecting and making appropriate decisions, acting on decisions, evaluating actions and taking responsibility for them, becoming emotionally independent, and developing skills to eventually become economically self-reliant. As our urban society becomes even more complex, it is expected that the need for effective guidance and counseling will continue to increase.

Issues	Implications
3. Only minimal school social worker service is provided for most tasks and responsibilities	Human resources are at levels that allow for only minimum coverage for most tasks and responsibilities. The school social work department has been reactive rather than proactive to pupil problems and needs. The contributors of school social work have not been fully integrated into the educational team. The filing system is inadequate for storage and retrieval of information. A systematic research and evaluation design does not exist. Equipment is insufficient and/or poorly functioning. Minimum increases in school social work staff should include the following: one (1) supervisor and two (2) school social workers for Area G; eight (8) coo-ops, and the necessary secretarial staff.
4. The trends that have special implications for school social work are correlated with high unemployment and increases in social problems among a predominantly black urban population, increases in infant and early health problems, abuse of children, and an increased number of black children being declared mentally impaired.	Recommendations for intervening involves program planning based on analysis of demographic social data, improved communication, computerization and updating of the filing system, and the development of a research and evaluation design.

Issues	Implications
5. State and federal legislation requires that students classified as special education can be reevaluated every three years. Participation by psychological services is required in six of the twelve categories, and often is requested in the remaining.	The needs of the special education students have preempted services for regular education students who may be in need of psychological intervention or support. Approximately 180,000 students do not have access to psychological assistance. Approximately 10,000 students are in special education (exclusive of the Teachers of Speech and Language Impaired (TSLI) cases). Currently it is estimated that 40-60% require the mandated three year evaluation.
6. Psychological services are available to elementary, middle and high school students suspected of having a handicapped condition. Such services are mandated by state and federal laws. (Mich 451 and P.L. 94-142). This service must be available to those persons 0-25 years of age and to non-public school students.	Referrals are received from many sources. There is no provision for "closing" referrals. State and federal laws do not permit exceptions. Existing staff is unable to meet the demands imposed.
7. The time required for a thorough professional psychological evaluation is dependent upon the following factors: - Age of client - Degree of communicative ability - Physical condition - Rapport established with client - Classroom observation - Interview with parents - Write up evaluations - Coordination of and participation in the MET (Multi-disciplinary Evaluation Team) - Participation at the IEPC (Individual Educational Planning Committee) (most often as the MET representative)	Existing staff is unable to meet the demands imposed by the number of referrals.

SECTION C PUPIL PERSONNEL SERVICES

Issues	Implications
8. Accurate records regarding psychological services must be maintained.	A computer based filing and retrieval system must be established.
9. Federal and state regulations severely restrict what can or cannot be done in work adjustment programs.	Since the funding agency controls the funding for programs, their demands are sometimes insensitive to the needs and problems confronting participants. In view of the magnitude of the program, the school district should take a strong position and establish criteria in regard to assigning staff to programs who have the special skills needed to provide services to students. There is a need for more cooperation and support of school and central office staff in the implementation of programs.

GUIDANCE AND COUNSELING

TABLE 84-C-1
GUIDANCE AND COUNSELING PERSONNEL
1979-89

Elementary Schools	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86 & Beyond
A. Number of - Counselors*	119	107	97	94	96	97	*169
B. Student Membership**	91,363	88,353	84,398	79,329	75,360	71,285	
C. Student-Counselor ratio	767/1	825/1	870/1	843/1	785/1	734/1	

*The one hundred and sixty-nine (169) counselors is a projection based on a ratio of one (1) counselor per elementary school. In case of school closings the number would be adjusted downward accordingly.

**Excludes kindergarten students.

SOURCE: Department of Guidance and Counseling, October 12, 1984

TABLE 84-C-2
GUIDANCE AND COUNSELING SUPERVISORY AND MONITORING SCHOOL VISITATIONS
1979-89

						PRESENT	PROJECTIONS			
	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89
NUMBER OF SUPERVISORS	8	8	8	8	8	8	8	8	8	8
NUMBER OF SCHOOL VISITATIONS	*276	306	424	756	726	1070	1250	1425	1575	°1682
NUMBER OF DEPARTMENT ADMINISTRATORS	7	8	7	11	11	12	13	13	13	13

* Complete data not available.

° Based on an average of at least two visitations per school.

SOURCE: Department of Guidance and Counseling, October 12, 1984

TABLE 84-C-3
GUIDANCE AND COUNSELING
*INSERVICE TRAINING SESSIONS
AND
NUMBER OF PARTICIPANTS
1979-89

	1979-80	1980-81	1982-82	1982-83	1983-84		**1984-85 and Beyond
High School							
Sessions	15	14	7	8	18		12
Participants	750	359	286	510	322		445
Middle School							
Sessions	19	16	12	30	23		20
Participants	1,018	947	606	1,257	1,018		994
Elementary School							
Sessions	8	12	8	8	8		9
Participants	775	973	479	532	621		676

*Inservice training needs vary greatly from year to year. Factors influencing needs include staff changes and needs as determined by inservice needs surveys conducted on a regular basis. Yearly figures charted above were computed from "Inservice Summary Report" forms filled out by Guidance Department staff members who served as workshop directors.

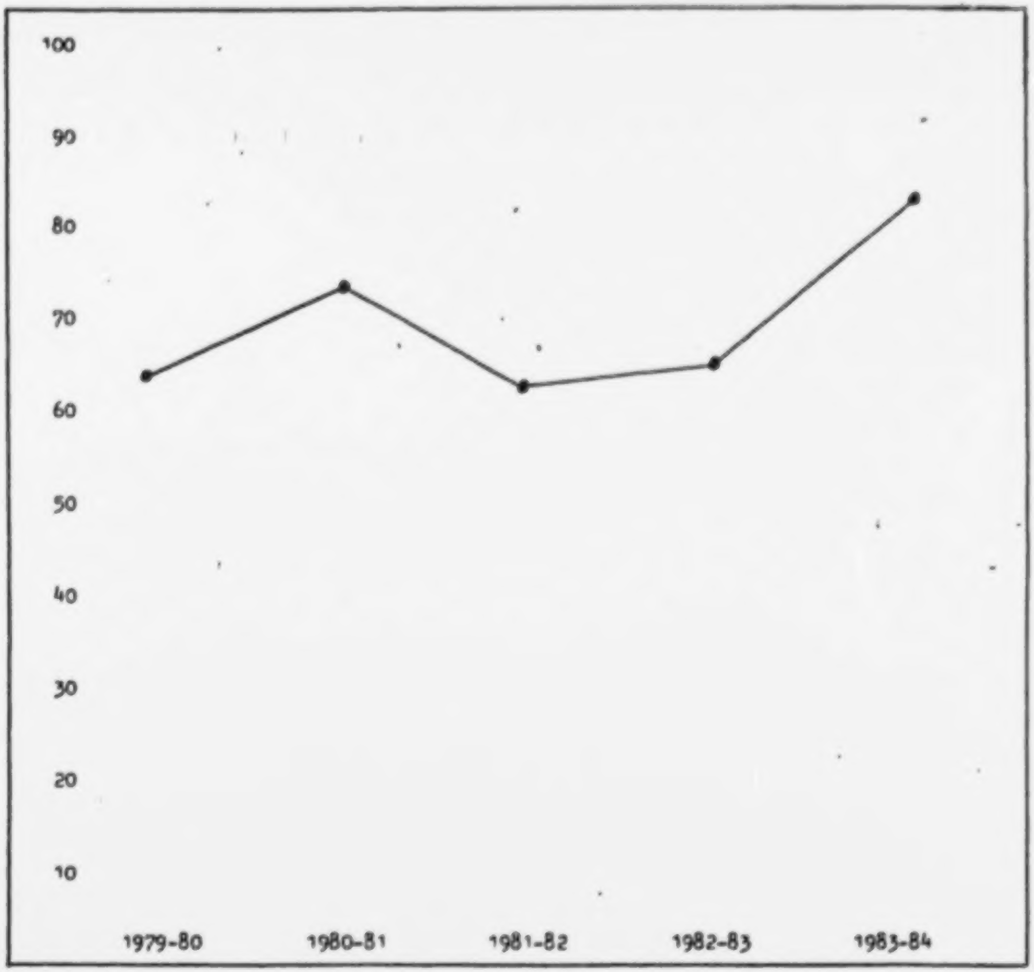
**Projection of possible inservice for 1984-85 and beyond is based on averaging the numbers serviced during the previous five years (1979-80 through 1983-84).

SOURCE: Department of Guidance and Counseling, October 12, 1984

FIGURE 84-C-4

REPORTS OF ACTUAL OR SUSPECTED CHILD ABUSE OR NEGLECT BY SCHOOL SOCIAL WORKERS AND OTHER SCHOOL STAFF TO THE WAYNE COUNTY DEPARTMENT OF SOCIAL SERVICES, CHILDREN AND YOUTH SERVICES

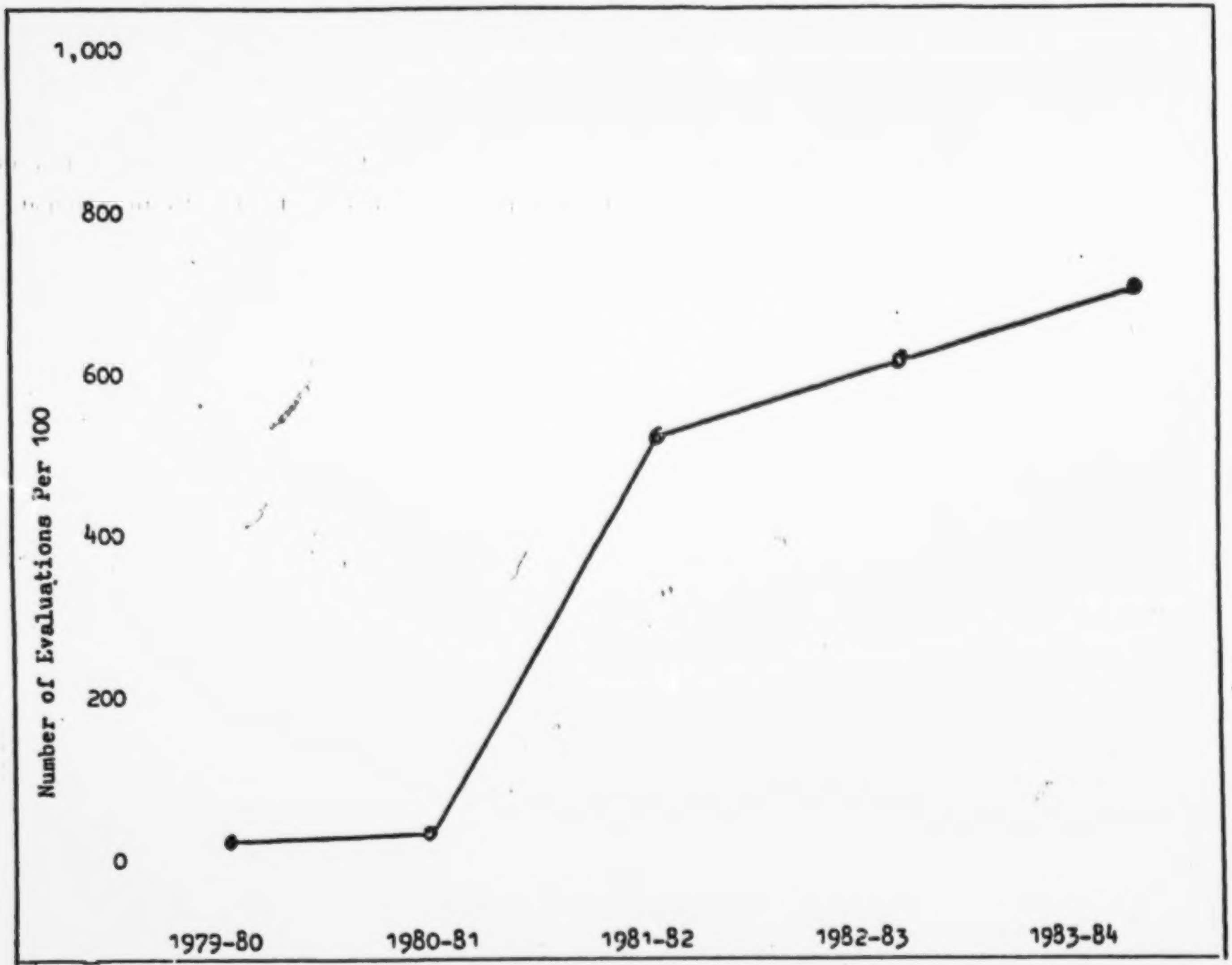
1979-89



The increasing number of abused children will result in an increased need for school social workers because of the in-school social and emotional problems that these students manifest.

SOURCE: Department of School Social Work Services, October, 1984

FIGURE 84-C-5
SCHOOL SOCIAL WORK SERVICE ANALYSIS
SPECIAL EDUCATION EVALUATIONS, 1979-84



Pupils suspected as handicapped show an increasing need for School Social Work evaluations because of social and emotional problems. These evaluation requests will be increasing during the next five years (1985-1990).

SOURCE: Department of School Social Work, October, 1984

TABLE 84-C-6
SUICIDE PREVENTION/INTERVENTION SURVEY
1983-84

CHARTS

1. FREQUENCY BY MONTH

10	8	7	6	5	3
NOVEMBER	DECEMBER	APRIL	JANUARY/ JUNE	OCTOBER/ FEBRUARY/ MARCH	MAY

2. FREQUENCY BY GRADE

9th	10th	11th	12th	Sp. Ed.
17	13	11	8	4

3. FREQUENCY BY AGE

14	15	16	17	18	19
3	10	13	19	5	2

4. ATTEMPT PROFILE BY AGE

18	17	16	15	14
1	9	4	5	2

5. ATTEMPT PROFILE BY GRADE

9	10	11	12	Sp. Ed.
10	2	7	1	1

SOURCE: Department of School Social Work Services, October, 1984

SECTION D
HUMAN RESOURCES

TABLE OF CONTENTS

PART II SOCIAL

SECTION D HUMAN RESOURCES 3

STAFFING

84-D-1 PERCENT OF STAFF 18
BY CATEGORY
1983-84

84-D-2 TOTAL STAFF 19
EDUCATIONAL AND NONEDUCATIONAL
1979-89

84-D-3 STAFF 20
BY CATEGORY AND SELECTED CHARACTERISTICS

84-D-4 ADMINISTRATIVE STAFF 21
BY CATEGORY
1979-89

84-D-5 ADMINISTRATIVE STAFF, CENTRAL AND AREA 22
EDUCATIONAL AND NONEDUCATIONAL
BY FUNDING SOURCE, 1979-89

84-D-6 TEACHERS 23
BY FUNDING SOURCE
1979-89

84-D-7 STAFF, BY SELECTED CLASSIFICATIONS 24
AIDES, NONEDUCATIONAL, CLERICAL, CUSTODIANS, 1979-89

84-D-8 STAFF, BY SELECTED CLASSIFICATIONS 25
CLEANERS, CAFETERIA, SCHOOL BUS DRIVERS, ENGINEERS (STATIONARY), SECURITY, 1979-89

84-D-9 PRINCIPALS, BY DIVISION 26
ACTUAL NUMBER VS. PROJECTED DEMAND
1979-89

84-D-10 ASSISTANT PRINCIPALS, BY DIVISION 27
ACTUAL NUMBER VS. PROJECTED DEMAND
1979-89

84-D-11 HIGH SCHOOL TEACHERS: 28
LANGUAGE ARTS, MATH, SCIENCE, FOREIGN LANGUAGE
ACTUAL NUMBERS VS. PROJECTED DEMAND
1979-89

84-D-12 MIDDLE SCHOOL TEACHERS: 29
LANGUAGE ARTS, MATH, SCIENCE, COMPUTER
ACTUAL NUMBERS VS. PROJECTED DEMAND

84-D-13 ELEMENTARY SCHOOL TEACHERS 30
HOMEROOM AND KINDERGARTEN (GRADES 1-5)
ACTUAL NUMBERS VS. PROJECTED DEMAND
1979-89

84-D-14 ELEMENTARY SCHOOL TEACHERS 31
NEW CERTIFICATIONS AVAILABLE FOR HIRE
1984-89

84-D-15 AGE DISTRIBUTION OF EDUCATIONAL PERSONNEL 32
BY FIVE YEAR AGE GROUPS
TOTAL AND BY SEX, AS OF 6-30-83

84-D-16 AGE DISTRIBUTION OF EDUCATIONAL PERSONNEL 33
BY ONE YEAR AGE GROUPS
50-71 YEARS, AS OF 6-30-83

84-D-17 NUMBERS AND PERCENTS OF EMPLOYEES BY COUNTY OF RESIDENTS.......... 34
JUNE, 1983

84-D-18 ADMINISTRATIVE STAFF PERCENT OF FEMALES 35
1979-89

84-D-19 PUPIL-TEACHER AND PUPIL-STAFF RATIOD TOTAL DISTRICT.......... 36
1979-89

84-D-20 PUPIL-TEACHER AND PUPIL-STAFF RATIOS ELEMENTARY 37
1979-89

84-D-21 PUPIL-TEACHER AND PUPIL-STAFF RATIOS MIDDLE 38
1979-89

84-D-22 PUPIL-TEACHER AND PUPIL STAFF RATIOS HIGH 39
1979-89

STAFF DEVELOPMENT

84-D-23 TEACHER INSERVICE PREFERENCES BY PERCENTAGE OF RESPONSES 42
JUNE, 1983

83-D-24 ADMINISTRATOR INSERVICE PREFERENCES BY PERCENTAGE OF RESPONSES 43
JUNE, 1983

STAFF MORALE

84-D-25 ADMINISTRATIVE STAFF MORALE
CABINET, DIRECTORS AND PRINCIPALS
MEAN RESPONSES TO CONDITIONS 46
MAY, 1984

84-D-26 ADMINISTRATIVE STAFF MORALE
CABINET, DIRECTORS AND PRINCIPALS
MEAN RESPONSES TO PROGRAMS AND POLICIES 48
MAY, 1984

STAFF ABSENTEEISM

84-D-27 STAFF ABSENTEEISM
UNITS WITH THE HIGHEST ABSENTEEISM RATES FOR PERSONAL ILLNESS
LESS THAN TEN DAYS 52
1983-84

84-D-28 STAFF ABSENTEEISM
UNITS WITH THE LOWEST ABSENTEEISM RATES 1983-84 53
1983-84

84-D-29 STAFF ABSENTEEISM
EMPLOYEE ABSENCE COSTS REPORT...................................... 54
FROM JULY, 1983 THROUGH MAY 12, 1984

SECTION D HUMAN RESOURCES

SECTION D HUMAN RESOURCES

OVERVIEW

The Division of Human Resource Management and Development is responsible for the recruitment, utilization, training, development, assignment and promotion of staff consistent with the following criteria: a systematic needs analysis, the system's mission and priority objectives, short-range and long-range plans, Board of Education policies, procedures and practices and contractual agreements.

Staffing

As of July 30, 1984, there were the following numbers of employees: 43 executive staff, 215 principals, 277 assistant principals, 344 department/unit heads, 9,072 teachers, 1229 secretaries, 834 custodians, 1684 paraprofessionals, and 589 engineers, for a total of 14,287 in these classifications.

Total DPS staff declined from 22,539 in 1979-80 to 18,863 in 1982-83 and increasing back to 18,901 in 1983-84. The overall loss of personnel was 3,638 with an annual rate of decline of 4.31% per year. If this trend continues, the expected size of the total DPS staff in 1988-89 would be about 15,167 people. If the current staffing ratios prevail, the expected number of DPS staff would be about 15,911 people.

Total educational staff declined from 12,428 in 1979-80 to 10,840, a drop of 1588 people, an annual rate of decline of about 3.36%. If this trend continues, the expected total educational staff in 1988-89 would be about 9,137 people. If the current staffing rations prevail, the expected total educational staff would be about 9,125 people.

Total non-educational staff declined from 10,111 in 1979-80 to 8,061 in 1983-84, a drop of 2,050 people, an annual rate of decline of 5,61%. The non-educational staff had declined to 7,850 in 1982-83, however, the staff was increased to 8,061 in 1983-84. If this trend continues, the expected total non-educational staff would be about 6,073 people. If the current staffing ratios prevail, the total non-educational staff would be about 6,786 people.

SECTION D HUMAN RESOURCES

The predicted decline in the enrollment of DPS using chart analysis is in the range of about 2.8% per year for the K-12 membership predicting a drop from 196,000 in 1983-84 to about 165,000 in 1988-89. Since there is a reasonable relationship between total staff and membership, the decline in staff would probably be in the general area of 2 to 3%. It is appreciated that the decline in students is represented by a relatively smooth curve since the drop in student membership tends to be small at any given time relative to the total; whereas, the loss of a principal tends to be much larger since the number of principals tends to be relatively small. However, in the long run in a system as large as Detroit, the number of operational personnel probably represents a ratio set by administrators based upon available funds.

The analysis of these data suggest the following:

Category	Current Rate of Decline
Total Administrative Staff	3.3%
Executive Staff	5.4%
Central and Area Administrative Staff	7.1%
School Administration	2.2%
Total Educational Staff	3.36%
Total Non-Educational Staff	5.61%
Total DPS Staff	4.3%

Personnel Forecasting Plan

A five-year Personnel Forecasting Plan, completed April, 1984, provided data relative to the number of teachers, administrators, and non-instructional personnel.

The projected staff demands for 1990 are as follows:

1. The need for teachers at all levels will continue to decline through 1990 in keeping with declining school enrollment.
2. No overall teacher shortages are foreseen over the forecast period and sufficient numbers of internal staff and new graduates will be available to fill positions which may become open.

3. The numbers of middle and high school principals and assistant principals are forecast to remain relatively constant through 1990; elementary principals and assistant principals will decline somewhat.

Administrative Staff

The total administrative staff of the DPS has shown a continual decline during the past five years dropping from 1443 people in 1979-80 to 1262 during 1983-84, an annual rate of 3.3% compounded. If this trend continues, the total administrative staff would be about 1067 people by 1988-89. If the current staffing ratios prevail, the total administrative staff would be about 1,062 people.

The executive staff declined from 55 people during 1978-79 to 44 in 1983-84. The rate of decline was about 5.43%. During 1982-83 total executive staff had declined to 43, but increased by 1 to 44 in 1983-84. If this trend continues during the next five years, the number of executive staff would be about 33 people. If the current staffing ratios prevail, the total executive staff would be about 37 people. It is recognized that for executive staff there is a point at which the rate of decline levels off since a certain number of executive staff must be maintained to provide leadership.

The central and area administrative staff declined from 505 people in 1979-80 to 376 people in 1983-84. The rate of decline was about 7.1%. If this trend continues, total number of central and area administrative staff would range from 196 to 260 people.

In the case of executive staff and central and area staff, the rate of decline was affected by the administrative reorganization implemented for the school year 1983-84.

The school administrative staff began to decline during the 1980-81 school year from 901 people in 1980-81 to 842 in 1983-84, a drop of 59 administrators equal to a rate of decline of 2.24% per year. If this trend continues, the number of school administrators would probably be about 766 people by 1988-89. If the current staff ratios prevail, the total school administrative staff would be about 709 people.

SECTION D HUMAN RESOURCES

High School Mathematics and Science Teachers

High school mathematics and science teachers are critical shortage areas for the Detroit Public Schools with recent recruitment efforts showing the following results:

1. Twenty-six (26) mathematics and ten (10) science teachers were recruited between September 1983 and June 1984. Twenty-seven (27) more teachers were recruited during the 1983-84 school year than during the 1982-83 school year.
2. Recruitment increased by 170%
3. Nineteen (19) mathematics and eight (8) science teachers were granted contracts and placed in existing vacancies. Seven (7) mathematics recruits and two (2) science recruits were placed in emergency substitute positions and remain available for contract placement during the 1984-85 school year.

It is important to note that the introduction of new mathematics improvement classes (in September, 1983) at the high school level decreased the bank of available mathematics teachers for the 1984-85 year.

Two programs for training teachers to teach mathematics have been written, submitted and accepted by local universities. A search for funding is now underway with implementation scheduled during the fall semester of 1984.

Staff Development

The Office of Staff Development became part of the Division of Human Resource Management and Development as an outcome of the administrative reorganization plan implemented in 1983-84. Three departments; the Management Academy, the Department of Staff Development and Teacher Training and the Great Cities Training Program were combined and greatly down-sized.

In totality. Prior to 1983-84, the Management Academy stressed in-service training endeavors for administrative personnel. The Department of Staff Development and Teacher Training was primarily responsible for implementing the in-service training component of the desegregation court order beginning in 1976. This department was heavily funded by federal and state monies which ran out prior to the 1983-84 reorganization. The Great Cities training budget for paraprofessional training was also drastically cut prior to movement of the staff from the Stevenson Building to the Management Academy.

SECTION D HUMAN RESOURCES

Major accomplishments of the Office of Staff Development include the initiation of Essential Elements of Effective Instruction (ESSI), a substitute teaching program, a series of pre-retirement seminars, critical issue seminars, management training series, leadership development series, assessment center, and absentee control program.

The 1984-85 program replicates that of 1983-84 with some additions and deletions. The 5-year cycle of the Required Series for all administrators was completed during 1983-84 and a new required series for line administrators is beginning for the 1984-85 school year.

The amount of inservice provided during 1983-84 was as follows:

Program Data (Last completed school year)

Management Academy	Participants
Required Sessions	2385 Participants
Elective Sessions	471 Participants
Request Sessions	1234 Participants
Critical Issues Seminars	68 Participants
Plus	1599 Participants using meeting accommodations space

Department of Staff Development and Teacher Training

TESA Training (Teacher Expectations and Student Achievement)	80 Schools 582 Teachers
Training Activities in Classroom Management Instructional Skills and Facilitating Curricular Change	1650 Participants

SECTION D HUMAN RESOURCES

Student Teacher Placements	269 Participants
Sponsoring Teachers	269 Participants
Number of Schools Used	103
Number of Universities Serviced	10

Great Cities Training

Self Improvement	137 Participants
Training	146 Participants
Follow Up Plus	28 Participants
Teacher/Teacher Aide	114 Participants
College Program	
Wayne State University	94 Participants
Wayne State University College of Lifelong Learning	16 Participants
Wayne County Community College	110 Participants
University of Detroit	30 Participants

A survey of inservice needs of teachers and administrators was conducted in June 1984. The results indicate that teachers are willing to participate in inservice activities related to building pupil relationships, planning for instruction and facilitating and supplementing instructional instructional programs. Administrators are willing to participate in training related programs, staff and personnel development, climate - building and leadership skills and planning and personnel management.

Staff Appraisal

Performance appraisal processes are applied to executive, administrative and teaching staff.

The Executive Performance Review System (EPRS) is a performance-based system which includes three (3) essential ingredients: goals and objectives, performance standards, and collection and presentation of supporting evidence for verification and documentation of staff achievement or performance. The systems include a series of conferences between the evaluatee and evaluator, notably a pre-plan conference to confer and agree upon elements within the plan, a mid-year conference to ascertain progress, and a final conference which measures performance or achievement against the previously agreed-upon standards. The Administrator/ Supervisor Plan Review System (ASPRS) follows the format for the EPRS. The EPR and ASPR systems are undergoing review following a study conducted in March, 1984.

Teachers are appraised by several methods during the year. These include:

1. Service rating: This rating is required each year during the first, third and fifth semesters of service as a contract teacher.
2. Teacher Evaluation: Each teacher is required to develop a personal evaluation plan which includes objectives for self-improvement; strategies; evidence; and designation of an evaluation team, which includes the teacher, an administrator and one or more teachers or resource persons.

The unsatisfactory rating process for teachers is governed by the bargaining agreement. This process consists of mandated visits to, and conferences with, any teacher thought to be unsatisfactory, within a specific time-frame, by supervisor and administrator. A period for improvement is provided. Teachers marked unsatisfactory for the first time are transferred and allowed two semesters before further rating. A second consecutive unsatisfactory rating results in termination.

Staff Morale

A study of administrative staff morale was completed in April, 1984. The study utilized a modified version of the American Management Association's (AMA) survey on staff morale. It was administered to a random sample of divisional directors, directors, assistant directors, administrative assistants, principals and assistant principals and all Cabinet members.

SECTION D HUMAN RESOURCES

Three major issues of concern relative to human resource development appear to be evident in the survey responses:

1. The need for involvement of managers at all levels in the decisions that affect their work. There appears to be lip service to the ethic of involvement, but survey responses suggest that real involvement is far from being an organizational norm.
2. The need for improved communication quality throughout the organization. There was emphasis on the importance of openly sharing information downward through all levels and providing mechanisms to assure that upward flow of information and ideas is solicited and supported.
3. The low level of openness and trust. This is a significant indication of the general climate of the organization. When such conditions exist, generally communication flow (particularly upward) is restricted, requiring decisions at the top to be made in the absence of critical information.

Staff Absenteeism

Absenteeism appears to be a significant problem for the DPS for a number of reasons including financial, interruption of instruction, loss of support services, loss of productivity, and declining morale among those who remain on the job.

During 1983-84, the average absenteeism rate among employees was 9.98% resulting in 346,109 working days lost through absenteeism and costing $49 million. Since about 50% of the absences are for reasons not considered to be valid, the cost of these non-valid absences is some $24 million a year.

The main reasons cited for being absent include:

Reason	Percent
Personal illness (1-9 consecutive days)	7.29
Personal illness (10 or more days)	1.52
Absence without pay	0.45
Personal business	0.34
Approved absence	0.23
Bereavement	0.13
Family emergency	0.02
TOTAL	9.98

SECTION D HUMAN RESOURCES

Teachers had absentee rates of 7.99% for personal illness less than 10 days. The lowest absentee rates were for executive staff, 2.99%; principals, 3.97%; and OSAS related, 4.52%. Other support service, non-educational staff, varied from 7.00% to 11.90%.

The Personnel Office has provided 198,260 substitute service days with a daily average rate of $59.46 or $11,800,000 from September, 1983 through May, 1984. This amount did not include the cost of 147,838 unfilled days of substitute service needed.

SECTION D HUMAN RESOURCES

Issues	Implications
1. Long-term needs and the availability of instructional and administrative staff need to be determined. Decisions need to be made regarding replacement, staff development, curriculum changes, staff recruitment, hiring, promotion, and release.	Continuously update the five-year Personnel Forecasting Plan. DPS should maintain a close relationship with the City of Detroit Planning and Health Departments. A microcomputer program should be developed to facilitate long range personnel planning. DPS should consider establishing an on-line demographic retrieval system for use in its expanding planning function. Wayne State University and Control Data Corporation are sources of this capability. DPS should maintain contact with Michigan colleges and universities regarding future teacher needs, particularly in shortage areas.

SECTION D HUMAN RESOURCES

Issues	Implications
2. The administrative and teaching staff is aging.	The most obvious result of an aging staff is the tremendously high salary expenditures for staff at the top of the salary scale. Labor contracts calling for staff reduction to be done strictly on the basis of seniority prevent reductions in this high cost factor. Other implications include the serious illnesses among older staff, the cost of substitute teachers and the difficulty of finding persons willing to take on athletics and other extra curricular assignments. Some ways of handling this situation include the provision of incentives for retirement and job sharing programs.
3. There is a shortage of mathematics and science teachers.	Recruitment efforts need to be more selective. Staff members need to be retained. More special training programs need to be developed in the areas of mathematics and science.

SECTION D HUMAN RESOURCES

Issues	Implications
4. Affirmative action to provide sex equity and race/ethnic balance needs to be continuously addressed.	There is a need to aggressively seek staff of various ethnic backgrounds and staff willing to assume non-traditional assignments. There is also a need for more women at the executive level.
5. It is important that staff members be trained and retrained in order to maintain and improve their skills for a changing world.	Staff development efforts need to be expanded for all levels of staff at various locations throughout the school district.
6. An objective-based evaluation system needs to be established for all employees.	The school system's philosophy related to the purposes of performance appraisal must be identified and internalized. The simplification must be carefully structured to meet desired rather than actual behavior on the part of both appraiser and appraisee. The current performance review systems need to be simplified and highly reflective of the individual appraisee's position description. Yearly evaluations should be negotiated for all employees.

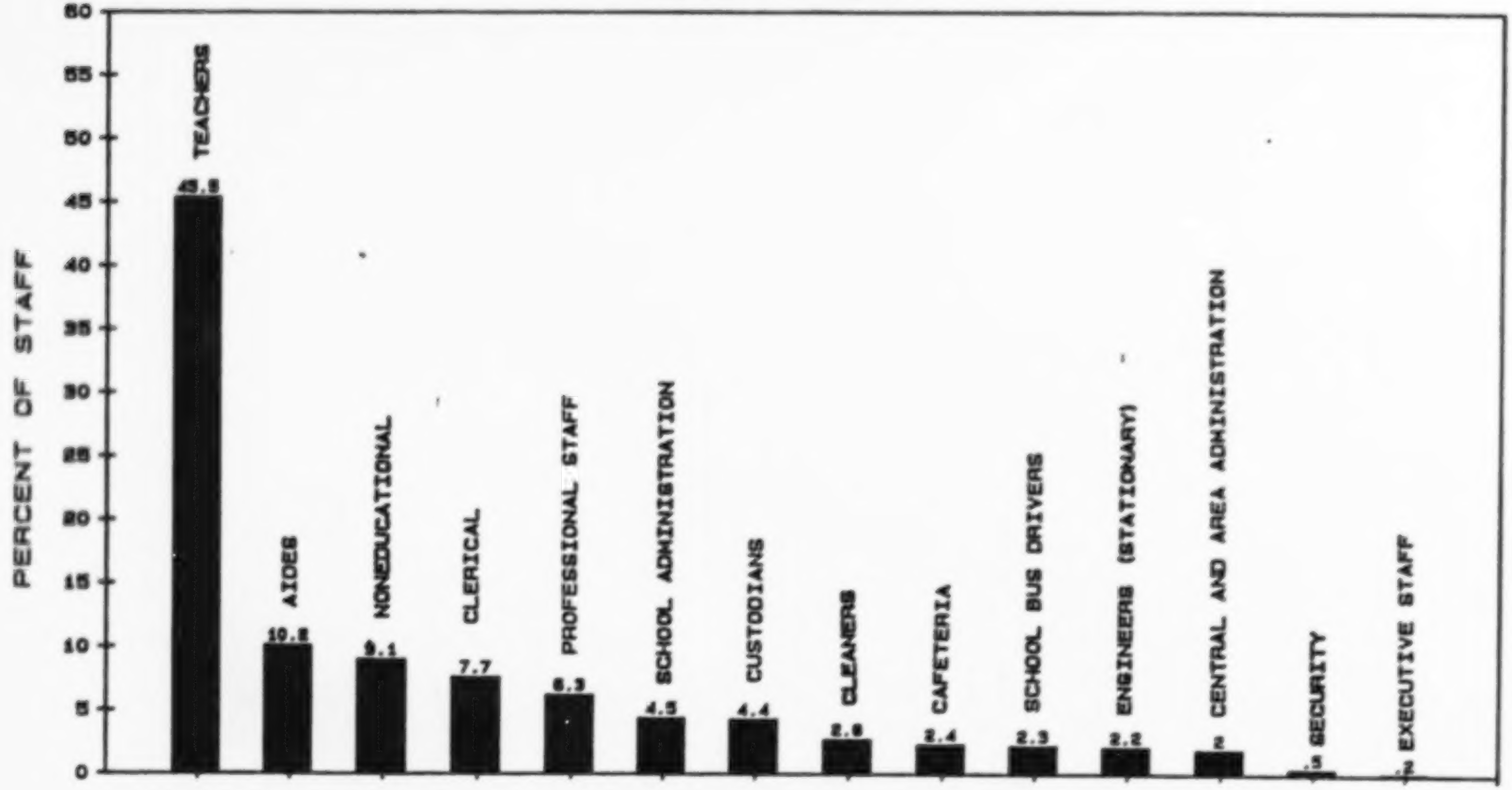
Issues	Implications
7. Staff morale is low throughout the district.	It is necessary to change the behavior and actions of administrators to reflect a climate of shared power in decision-making, timely and effective communications networks and passing decision-making down to the level at which appropriate decisions can be made. The top down approach should be used. Other methods of improving morale include providing incentives to improve staff attendance; implementation of an objective and equitable promotion procedure; and an equitable salary structure for all staff. Attention to the well-being and mental health of staff improves morale. Some strategies to be considered including studying and devising solutions to "burn out," utilizing employee assistance programs; exploring joint venture in child care, physical fitness, social opportunities, sports and financial assistance; and implementing the "whole person" concept.

Issues	Implications
8. Excessive staff absences have become a financial burden to the district. Absenteeism in the DPS during 1983-84 averaged 9.98%. Although the monetary value of those days lost in 1983-84 were in the vicinity of $49 million, the actual costs are difficult to identify since the other staff members often cover the activities of those absent. Increase in actual costs would normally occur where temporary personnel, or equivalent, are used.	The implementation of an effective absenteeism control program can result in cost savings to the district which can be used for student program improvements. The absenteeism problem calls for an organized approach of consistent control. Regulatory measures should include methods for identifying, assisting, and modifying the behavior of absentee-prone employees as well as providing recognition to those with outstanding attendance. Absenteeism adds to the costs of school operations. Absent teachers and other educators interrupt the instructional program and have a negative impact on student learning. Absent support service personnel indirectly have a negative impact on student learning. A considerable loss in productivity probably is being incurred considering the types of personnel that have high absentee rates. The morale of those who choose to work practically every day is being affected because these loyal personnel oftentimes do the work of those who choose to take time off resulting in a negative social climate.

STAFFING

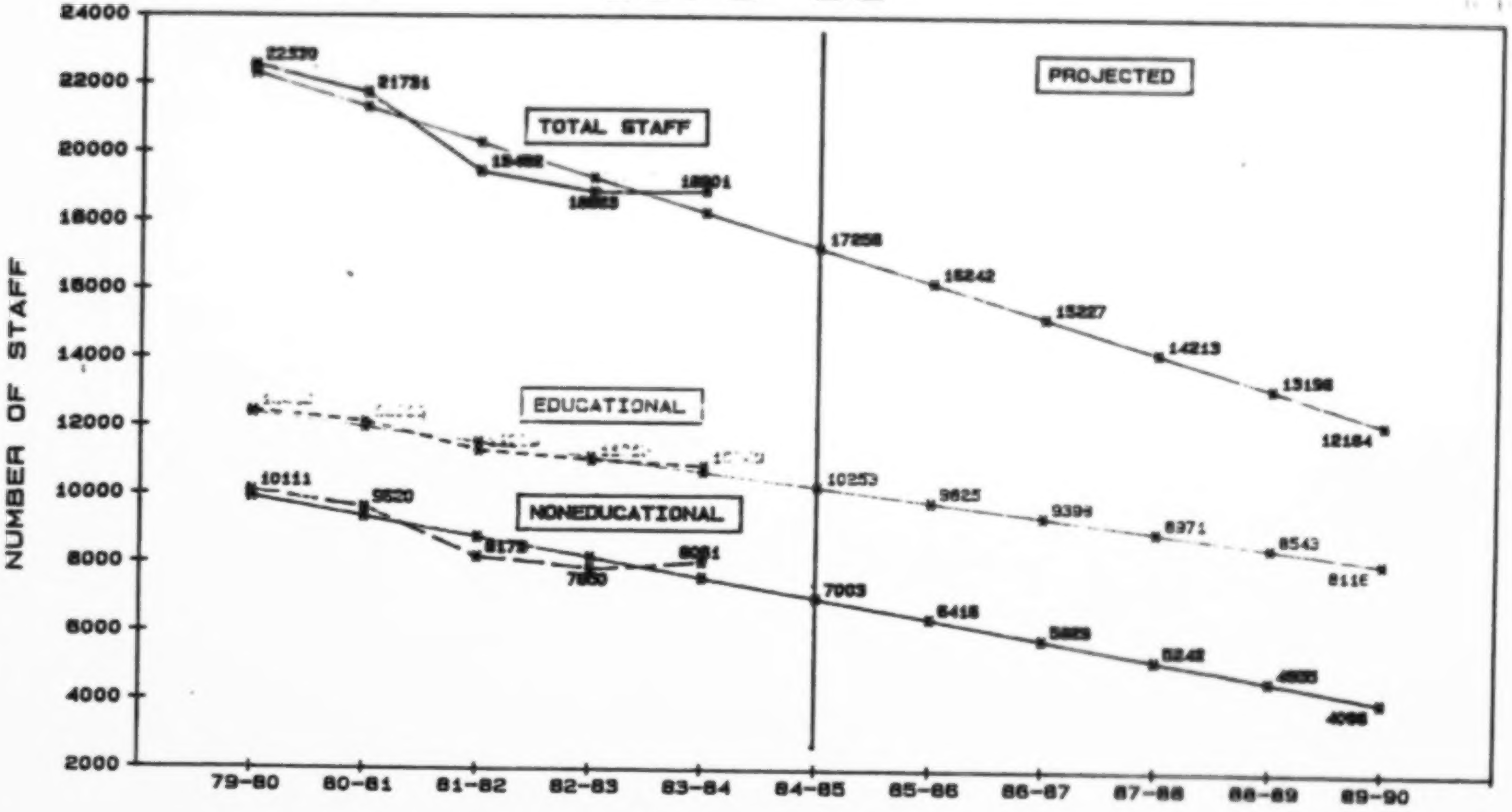
FIGURE 84-D-1

PERCENT OF STAFF BY CATEGORY 1983-84



SOURCE: Detroit Public Schools Staff - 1974-1984, Office of Instructional Improvement, Information Systems Department

FIGURE 84-D-2
TOTAL STAFF
EDUCATIONAL AND NONEDUCATIONAL
1979-89



SOURCE: Detroit Public Schools Staff - 1974-1984, Office of Instructional Improvement, Information Systems Department

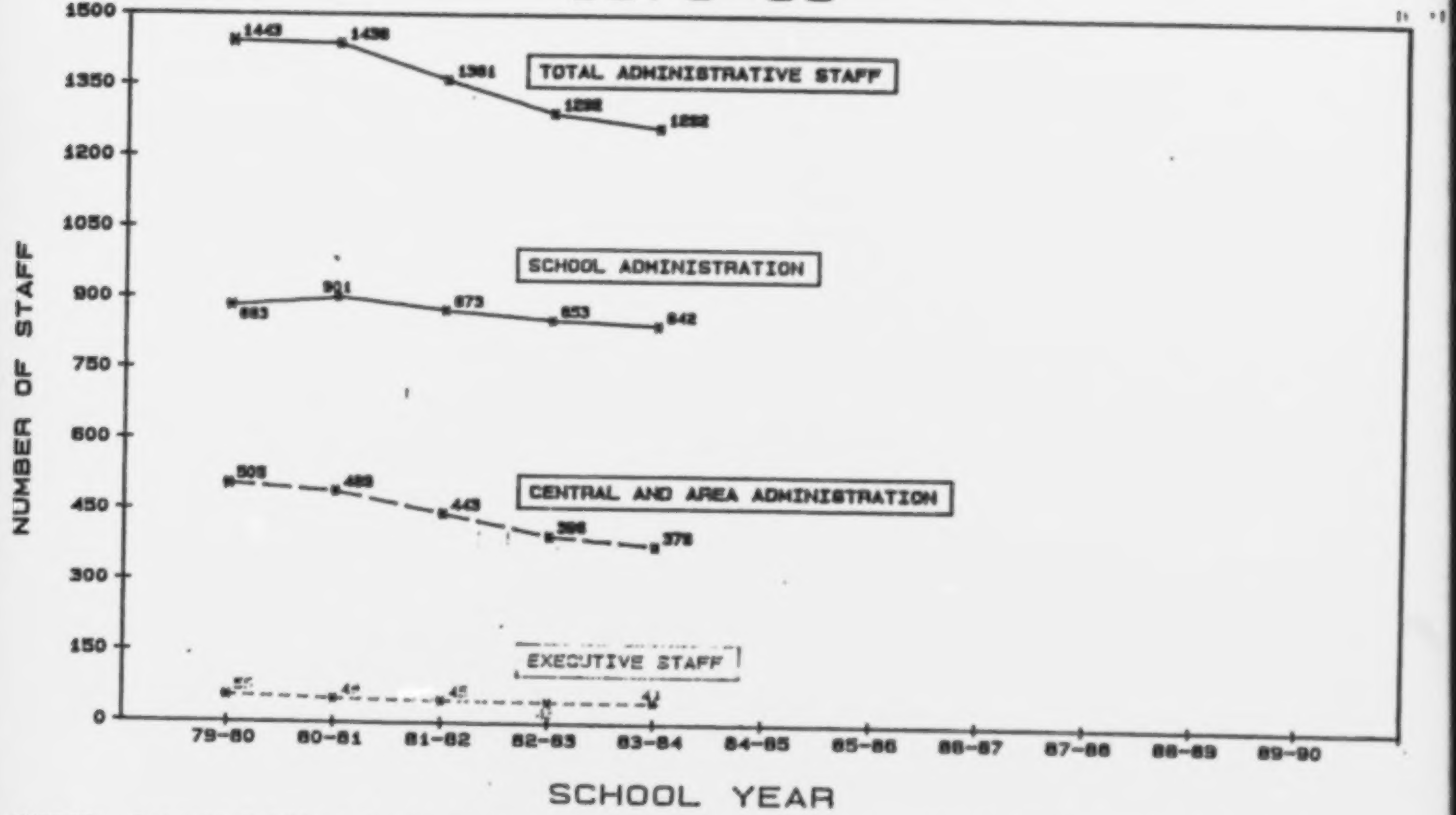
TABLE 84-D-3
STAFF, BY CATEGORY AND SELECTED CHARACTERISTICS

Classification	Number	% Male	% Female	% Black	% White	Average Age	Average Salary	Education Level		Average Experience with DPS
								MA + 30	MA degree	
Executive Staff	43	72.1	27.9	60.5	39.5	57.0	51,741	46.5%	11.6%	28.5 years
Principals	215	67.9	32.1	68.8	31.2	54.5	39,411	59.1%	22.3%	27 years
Assistant Principals	277	56.3	43.7	65.7	34.3	52.6	33,708	50.%	42%	24.4 years
Department/ Unit Heads	344	59.9	40.1	60.1	39.9	50.27	31,882	43.6%	50%	22 years
Teachers	9,072	26.0	74.	58.7	41.3	42.38	26,764	9.5%	57.2%	14.3 years
Secretaries[1]	1,229	.6	99.4	66.5	33.5	42.45	14,048			9.99 years
Custodians[2]	834	84.3	15.7	88.3	11.7	39.81	15,470			7.2 years
Para-Professionals[3]	1,684	2.6	97.4	83.7	16.3	49.06	7,391			11.14 years
Engineers[4]	589	97.4	2.6	43.3	56.7	42.86	26,526			13.6 years

SOURCE: Office of Instructional Improvement, Information Systems, July 30, 1984, as reported by Division of Human Resource Management and Development

FIGURE 84-D-4

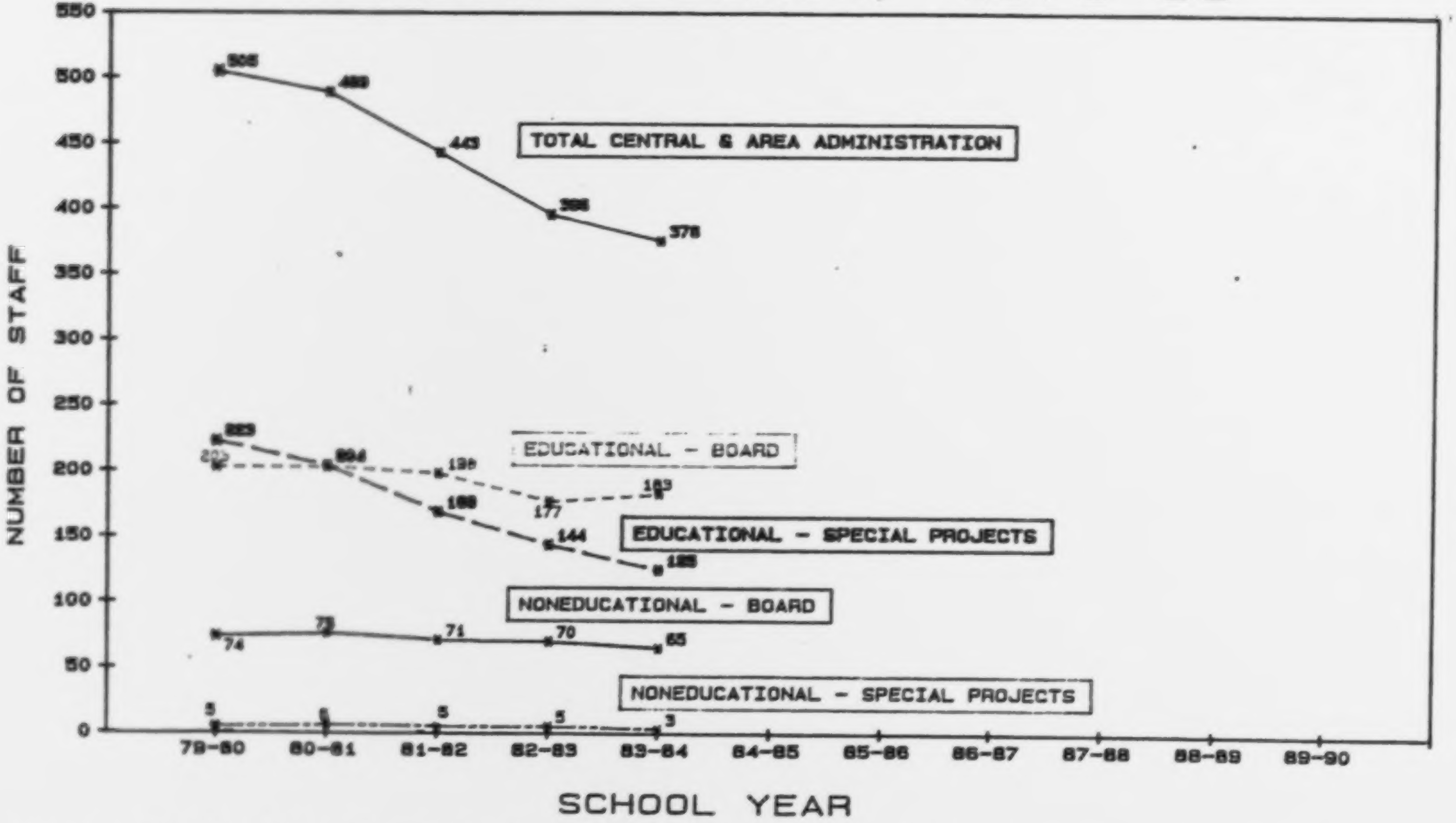
ADMINISTRATIVE STAFF BY CATEGORY 1979-89



SOURCE: Detroit Public Schools Staff - 1974-84, Office of Instructional Improvement, Information Systems Department

FIGURE 84-D-5

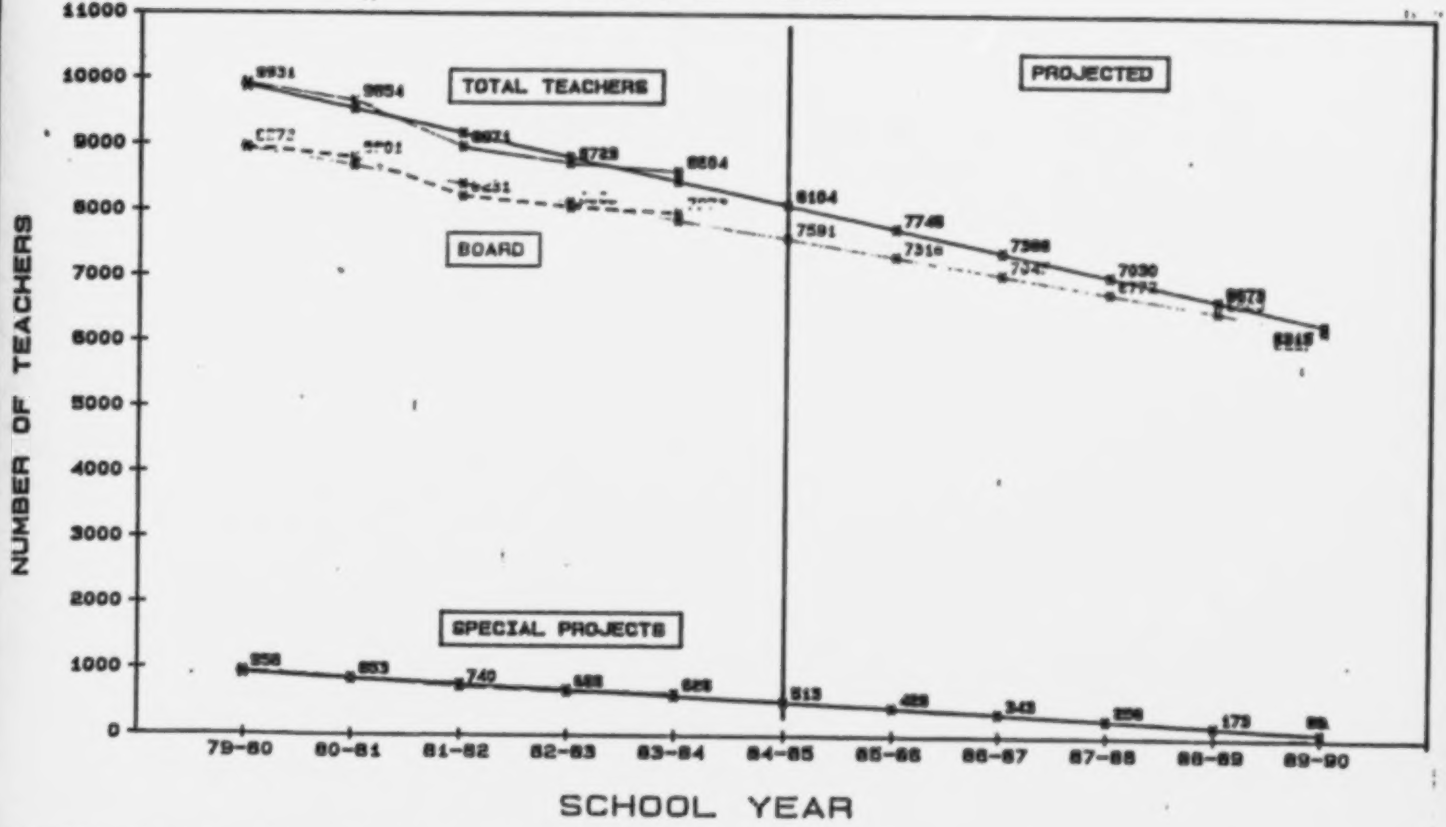
ADMINISTRATIVE STAFF, CENTRAL AND AREA EDUCATIONAL AND NONEDUCATIONAL BY FUNDING SOURCE, 1979-89



SOURCE: Detroit Public Schools Staff - 1974-84, Office of Instructional Improvement, Information Systems Department

FIGURE 84-D-6

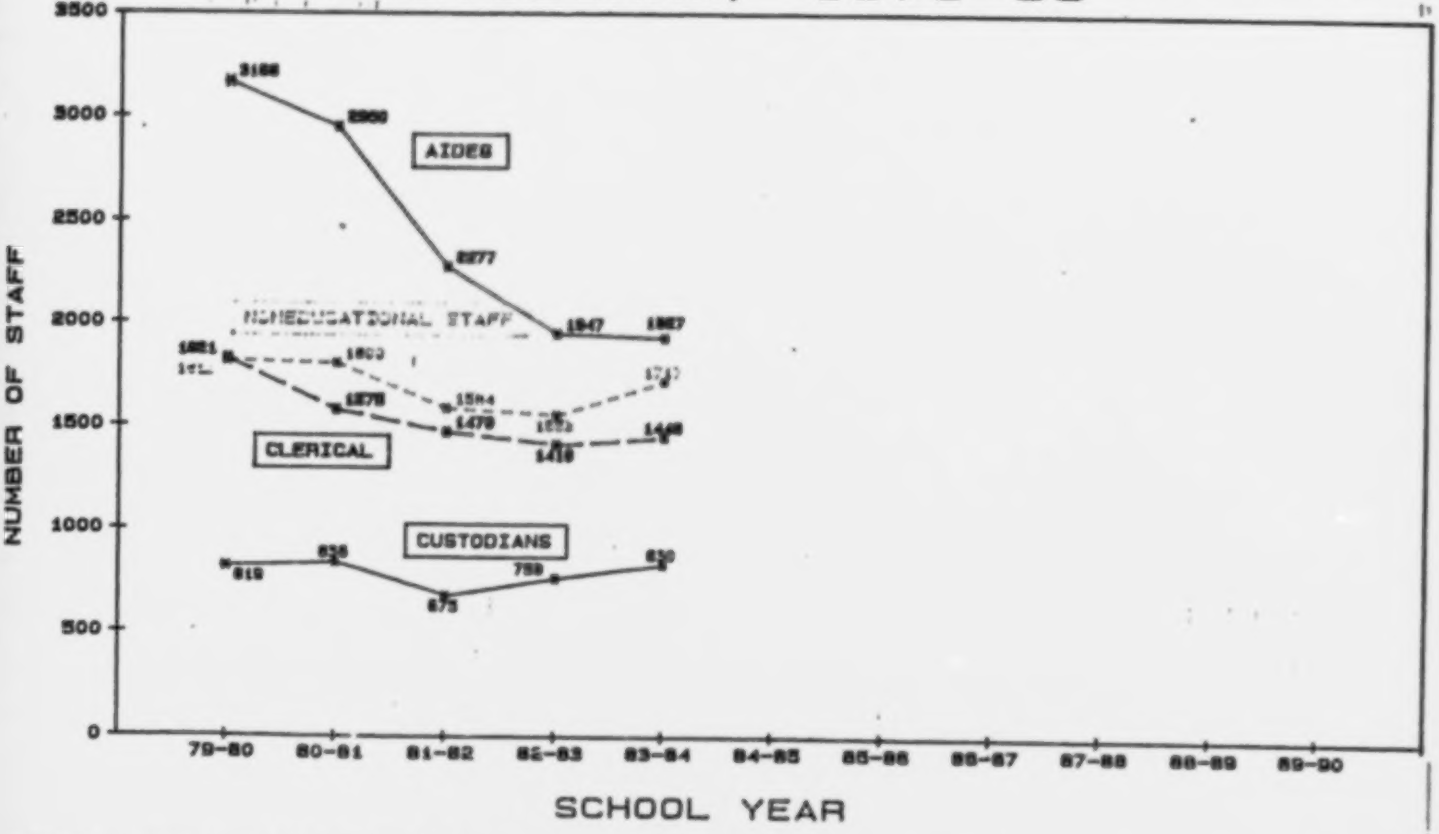
TEACHERS
BY FUNDING SOURCE
1979-89



SOURCE: Detroit Public Schools Staff - 1974-84, Office of Instructional Improvement, Information Systems Department

FIGURE 84-D-7

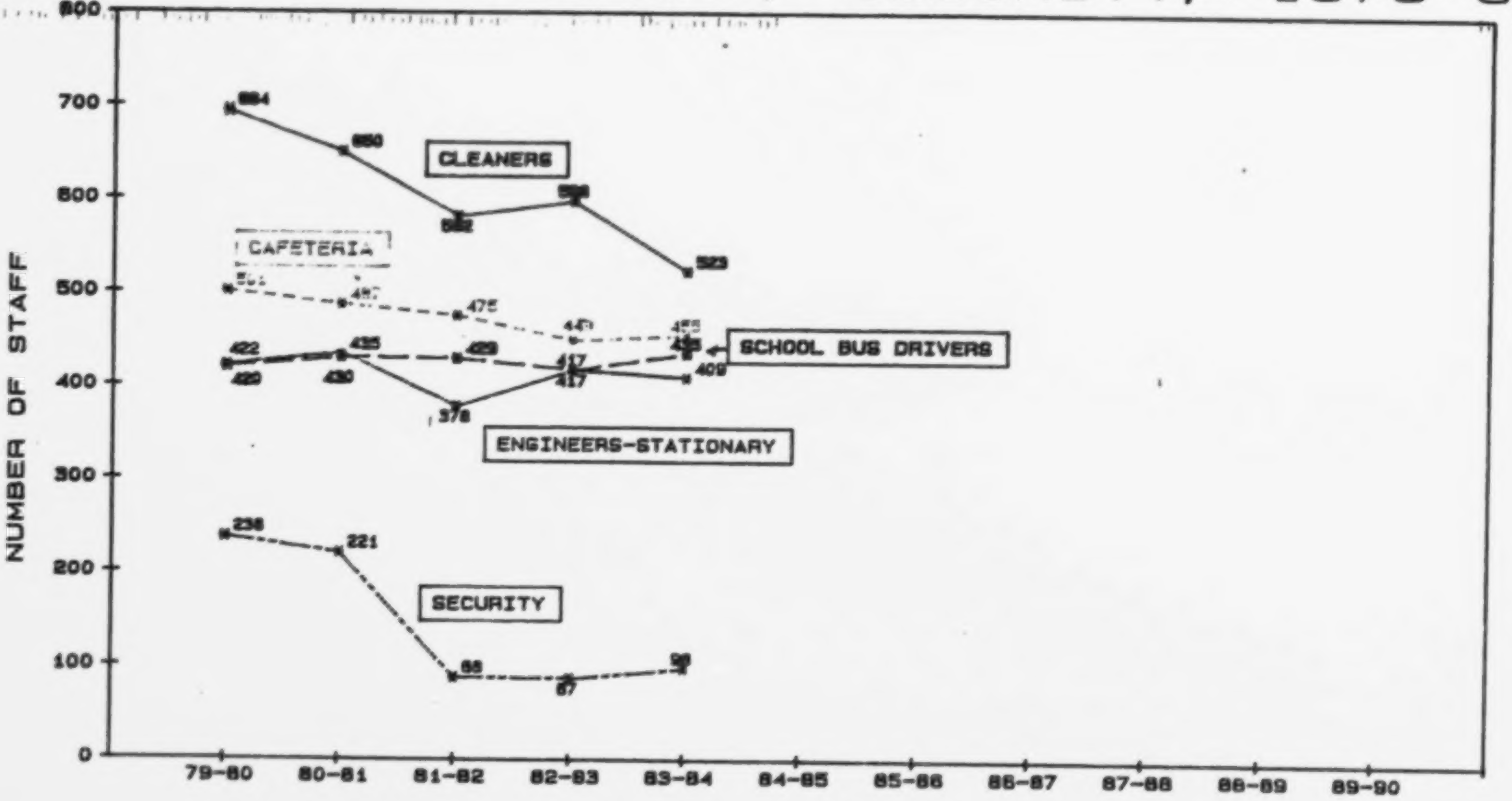
STAFF BY SELECTED CLASSIFICATIONS AIDES, NONEDUCATIONAL, CLERICAL CUSTODIANS, 1979-89



SOURCE: Detroit Public Schools Staff - 1974-84, Office of Instructional Improvement, Information Systems Department

FIGURE 84-D-8

STAFF BY SELECTED CLASSIFICATIONS CLEANERS, CAFETERIA, SCHOOL BUS DRIVERS ENGINEERS-STATIONARY, SECURITY, 1979-89



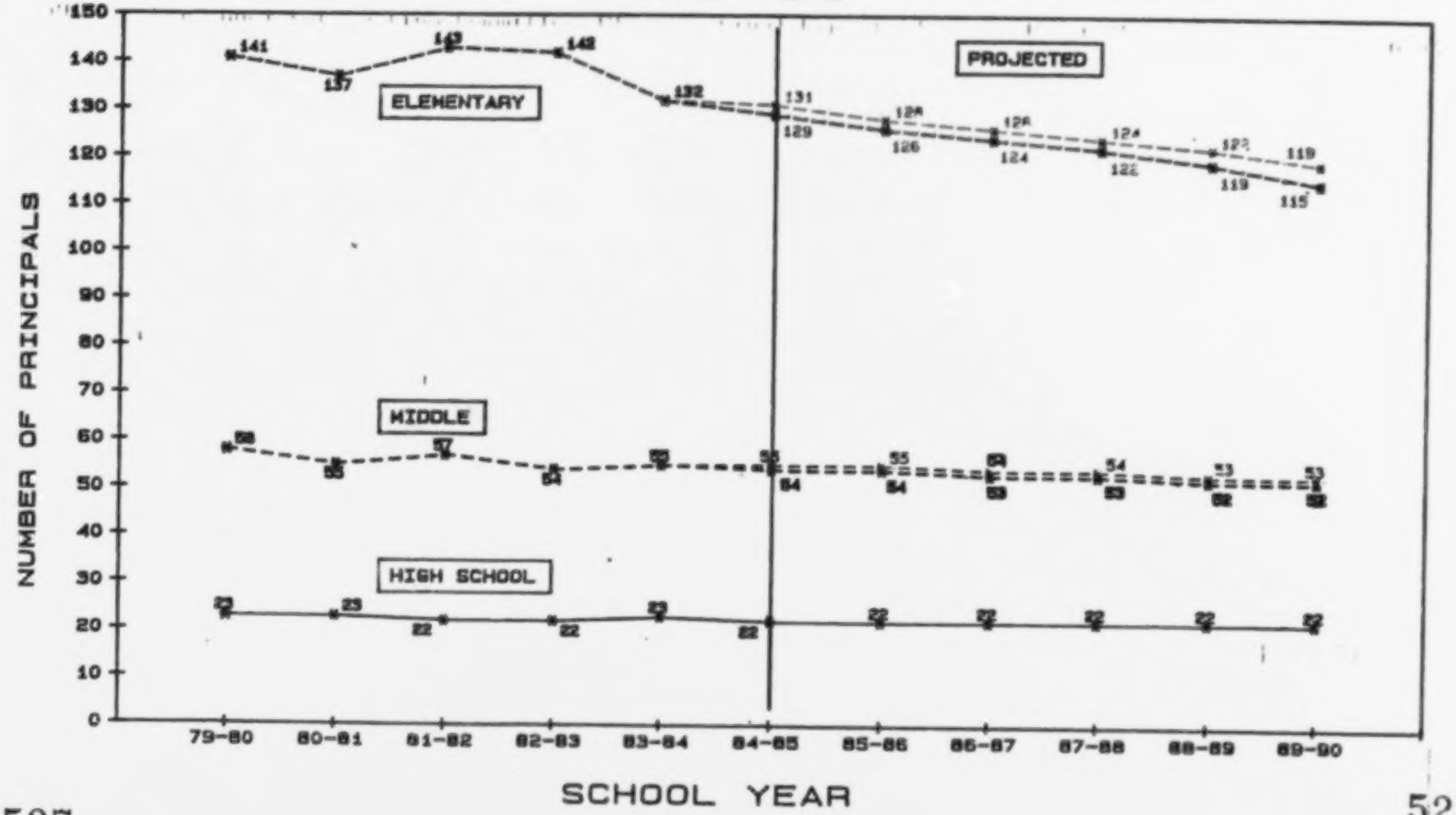
SOURCE:

Detroit Public Schools Staff - 1974-1984, Office of Instructional Improvement, Information Systems Department

NOTE: There were no Security Interns after 1981.

FIGURE 84-D-9

PRINCIPALS BY DIVISION
ACTUAL NUMBER VS. PROJECTED DEMAND
1979-89

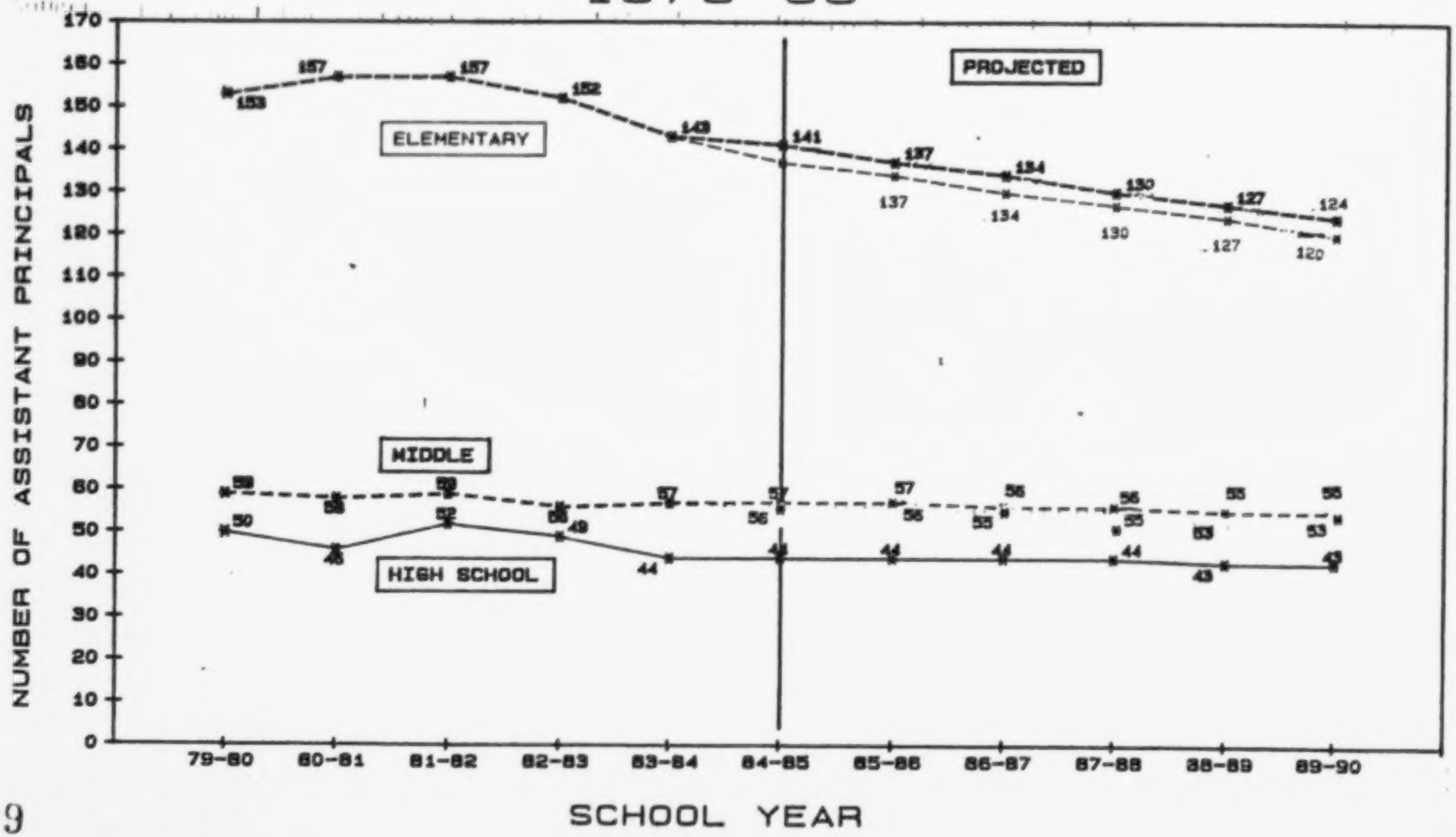


NOTE: Projections are depicted in high-low ranges.

OURCE: Personnel Forecasting Committee 1983-84 Final Report, January 15, 1984

FIGURE 84-D-10

ASSISTANT PRINCIPALS BY DIVISION
ACTUAL NUMBER VS. PROJECTED DEMAND
1979-89

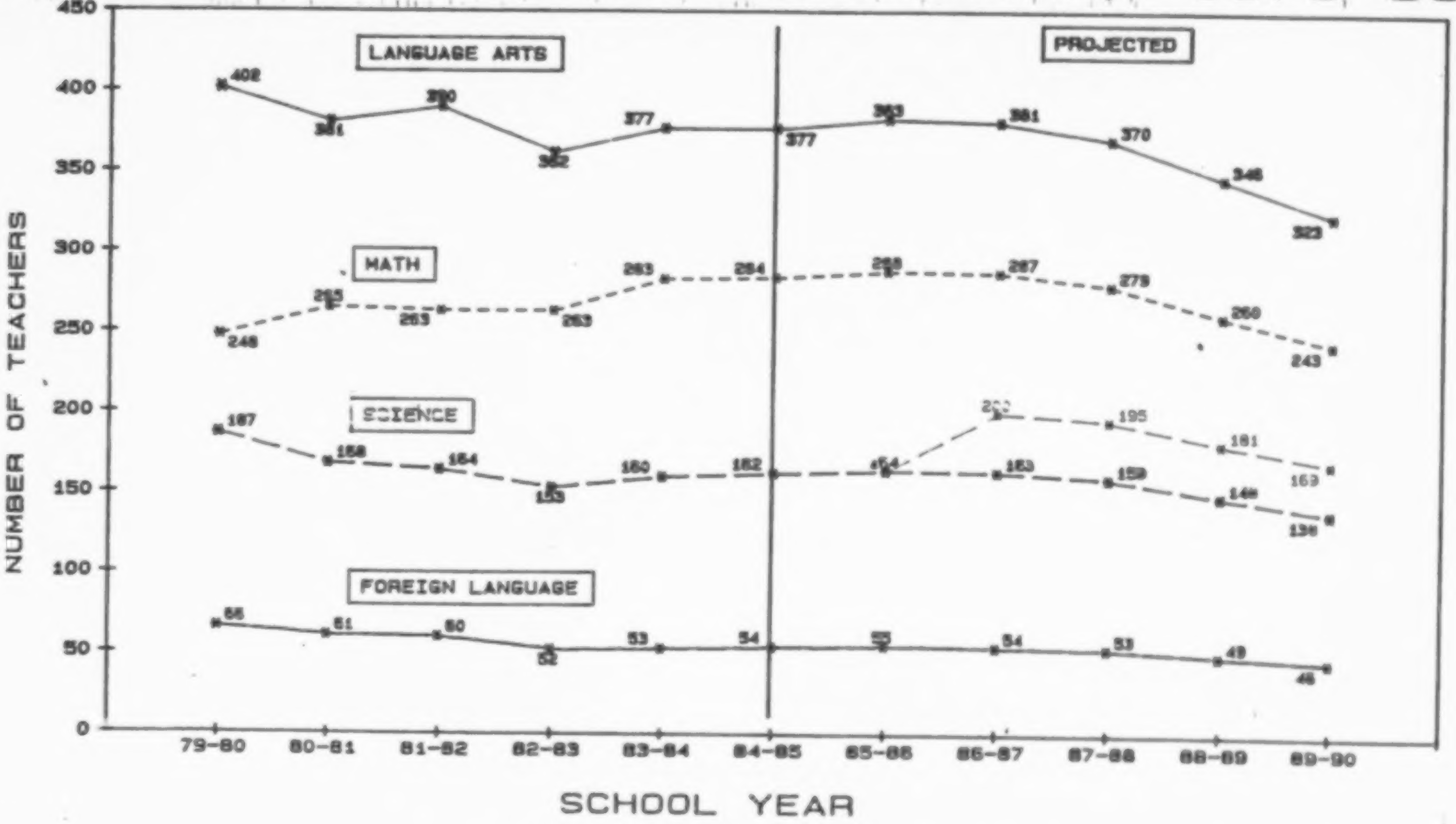


NOTE: Projections are depicted in high-low ranges.

SOURCE: Personnel Forecasting Committee 1983-84, Final Report, January 15, 1984

FIGURE 84-D-11

HIGH SCHOOL TEACHERS: LANGUAGE ARTS, MATH, SCIENCE, FOREIGN LANGUAGE, ACTUAL NUMBERS VS. PROJECTED DEMAND, 1979-89

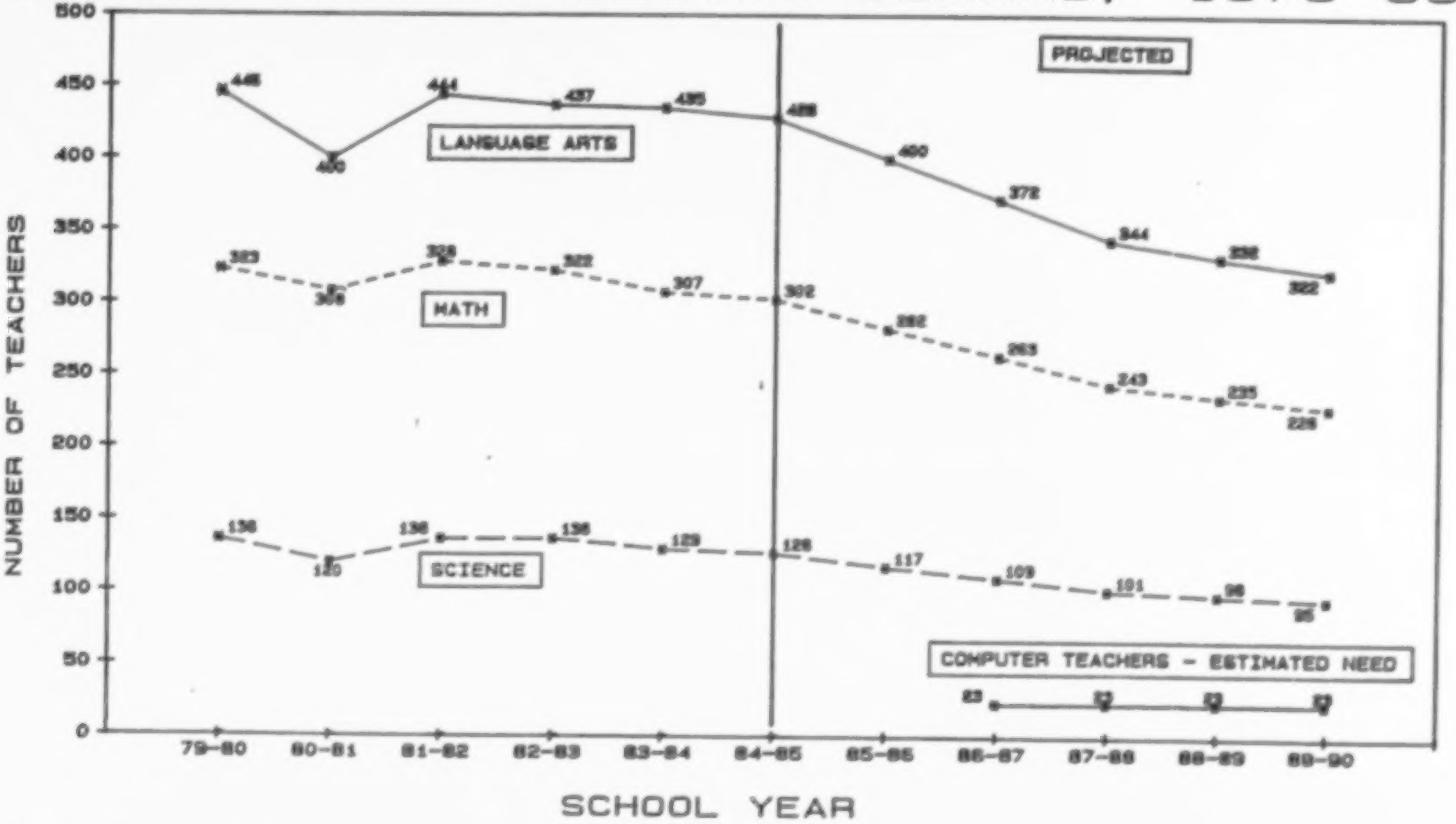


NOTE: Projections for science teachers are depicted in a high-low range.

SOURCE: Personnel Forecasting Committee 1983-84, Final Report, January 15, 1984

FIGURE 84-D-12

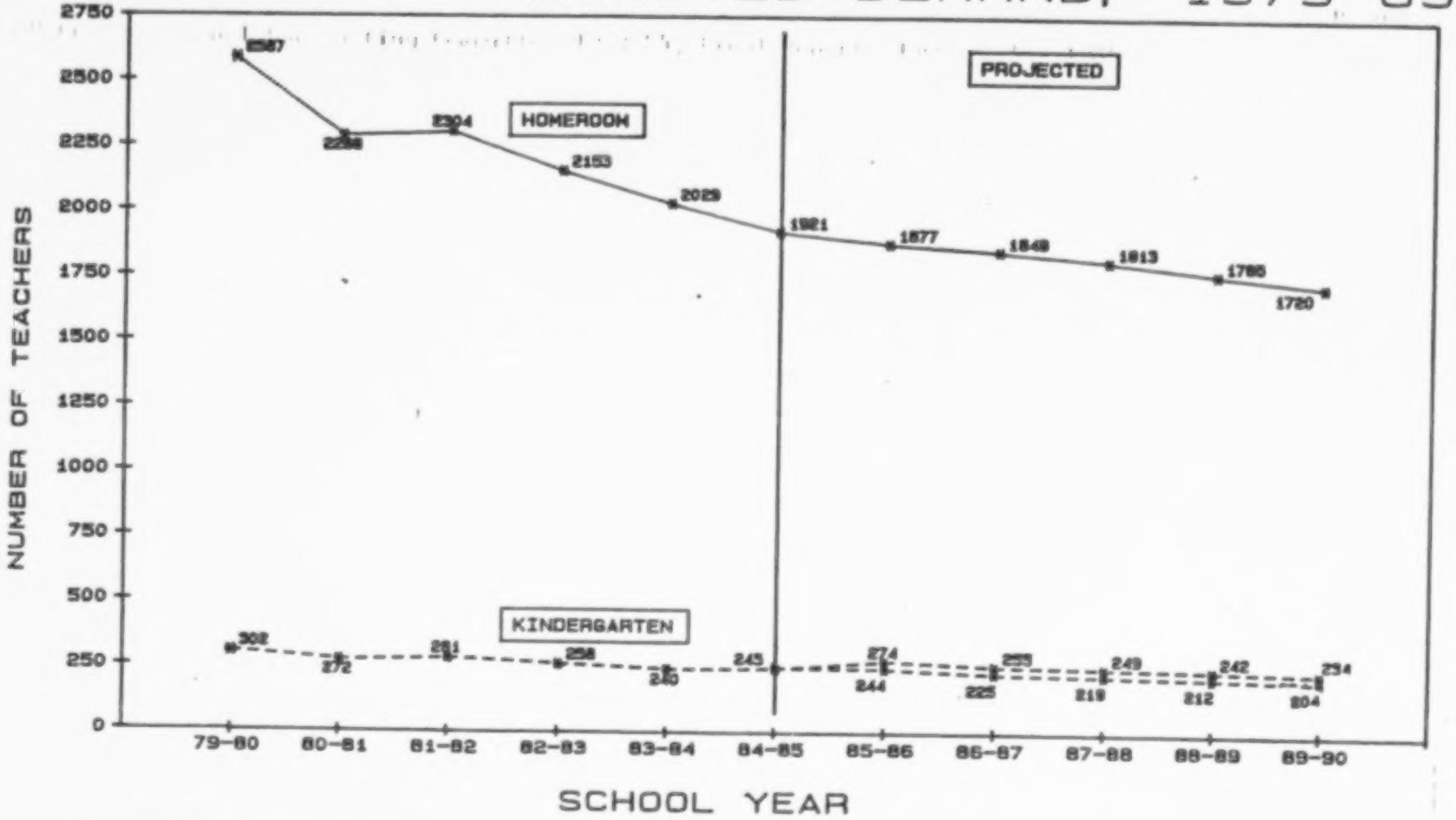
MIDDLE SCHOOL TEACHERS: LANGUAGE ARTS, MATH, SCIENCE, COMPUTER, ACTUAL NUMBERS VS. PROJECTED DEMAND, 1979-89



SOURCE: Personnel Forecasting Committee 1983-84, Final Report, January 15, 1984

FIGURE 84-D-13

ELEMENTARY SCHOOL TEACHERS: HOMEROOM (GRADES 1-5) AND KINDERGARTEN, ACTUAL NUMBERS VS. PROJECTED DEMAND, 1979-89

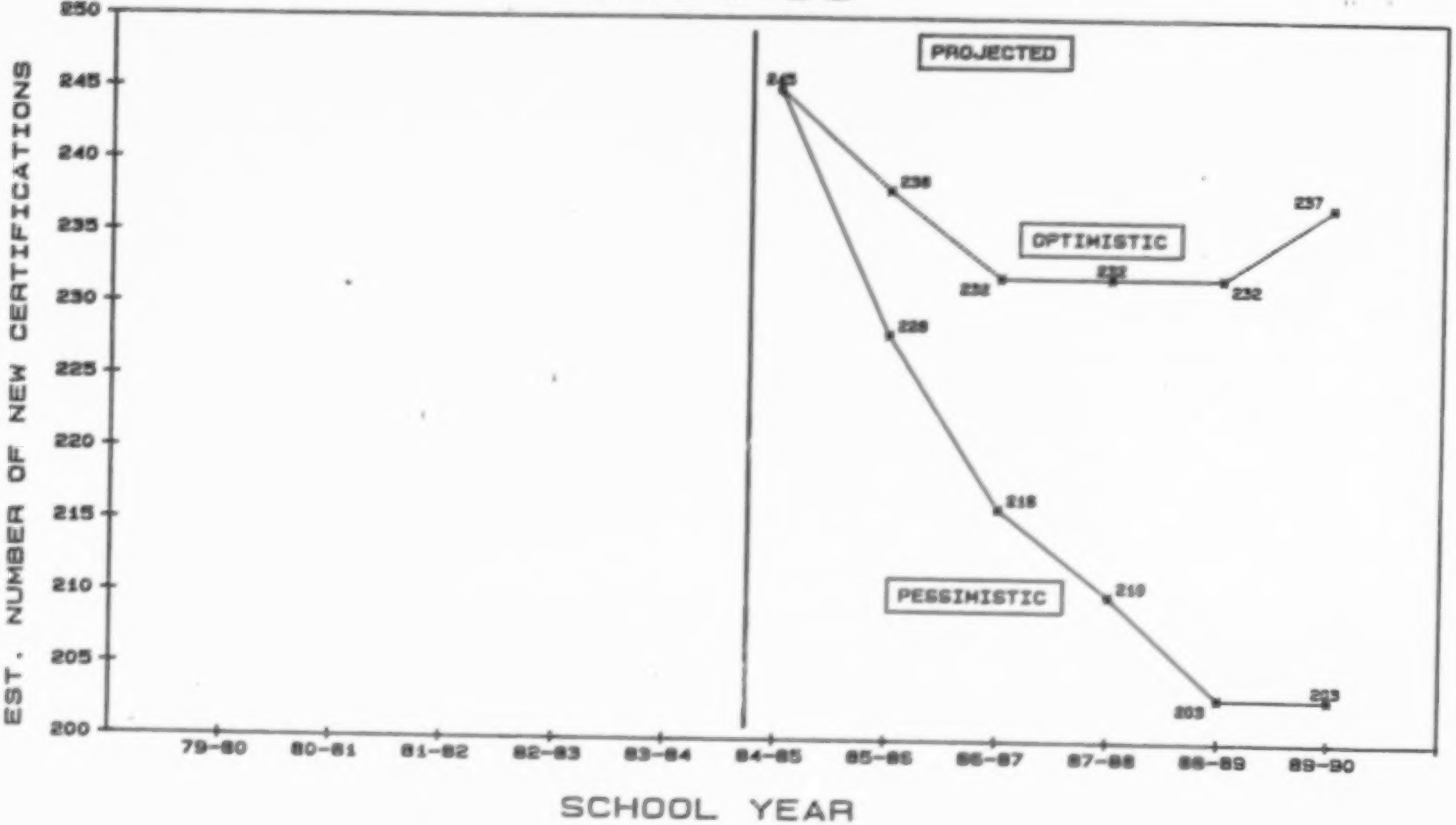


NOTE: Projections for kindergarten include an additional 25-30 teachers for Extended Kdg./Pre-School.

SOURCE: Personnel Forecasting Committee 1983-84, Final Report, January 15, 1984

FIGURE 84-D-14

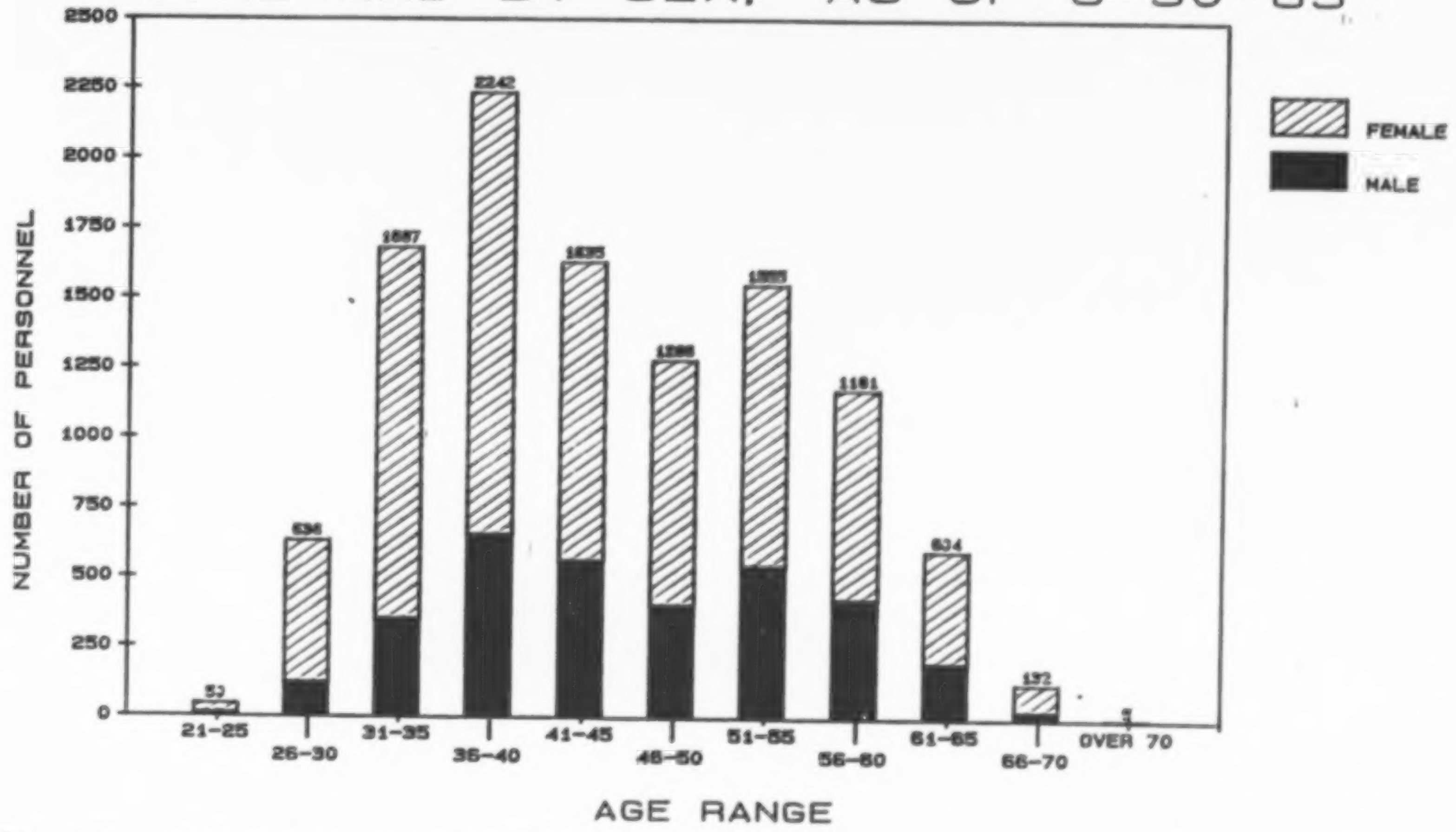
ELEMENTARY TEACHERS
NEW CERTIFICATIONS FOR HIRE
1984-89



SOURCE: Personnel Forecasting Committee 1983-84, Final Report, January 15, 1984

FIGURE 84-D-15

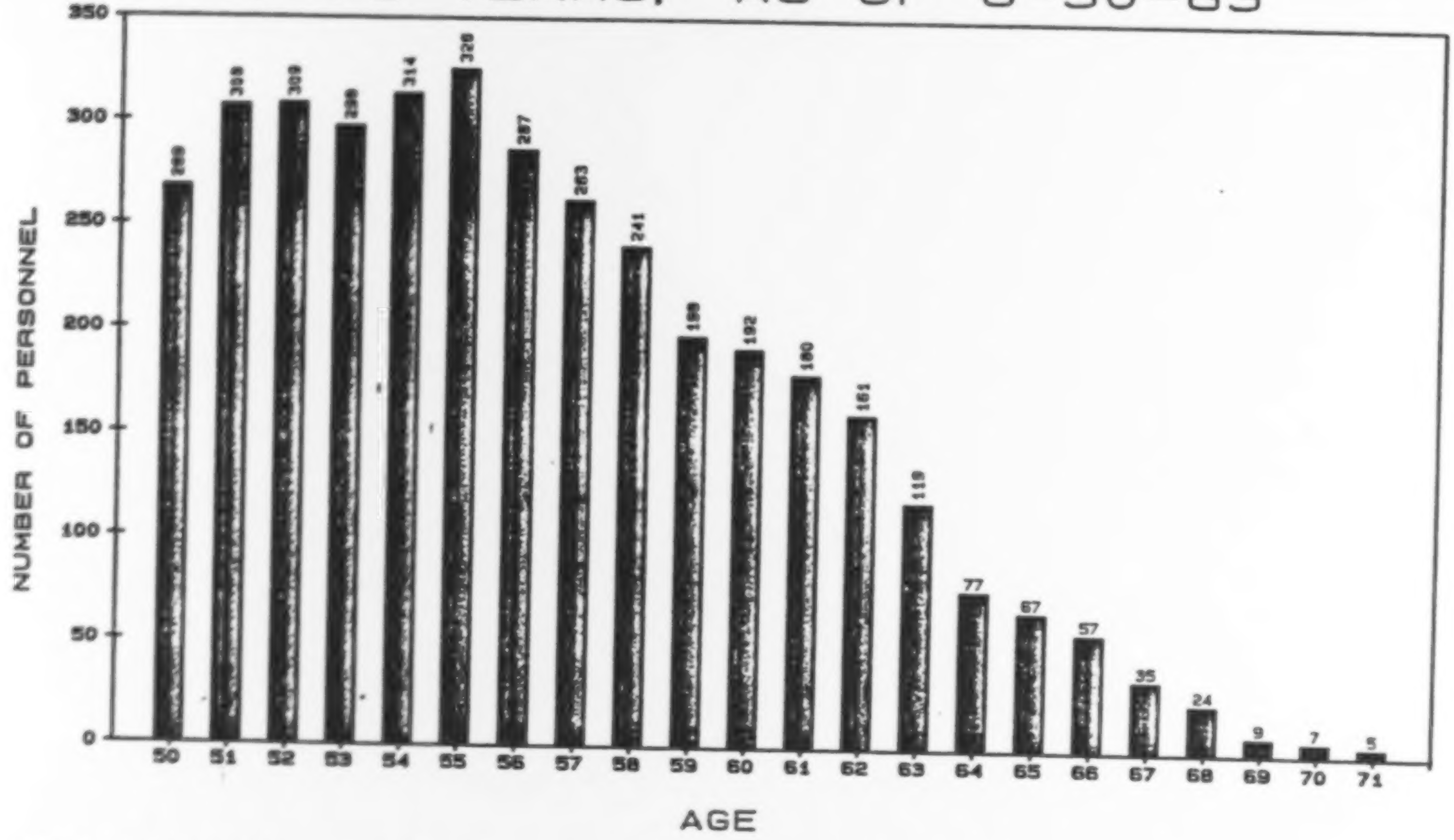
AGE DISTRIBUTION OF EDUCATIONAL PERSONNEL BY FIVE YEAR AGE GROUPS TOTAL AND BY SEX, AS OF 6-30-83



SOURCE: Office of Personnel for Use by the Personnel Forecasting Committee, June, 1984

FIGURE 84-D-16

AGE DISTRIBUTION OF EDUCATIONAL PERSONNEL BY ONE YEAR AGE GROUPS 50-71 YEARS, AS OF 6-30-83



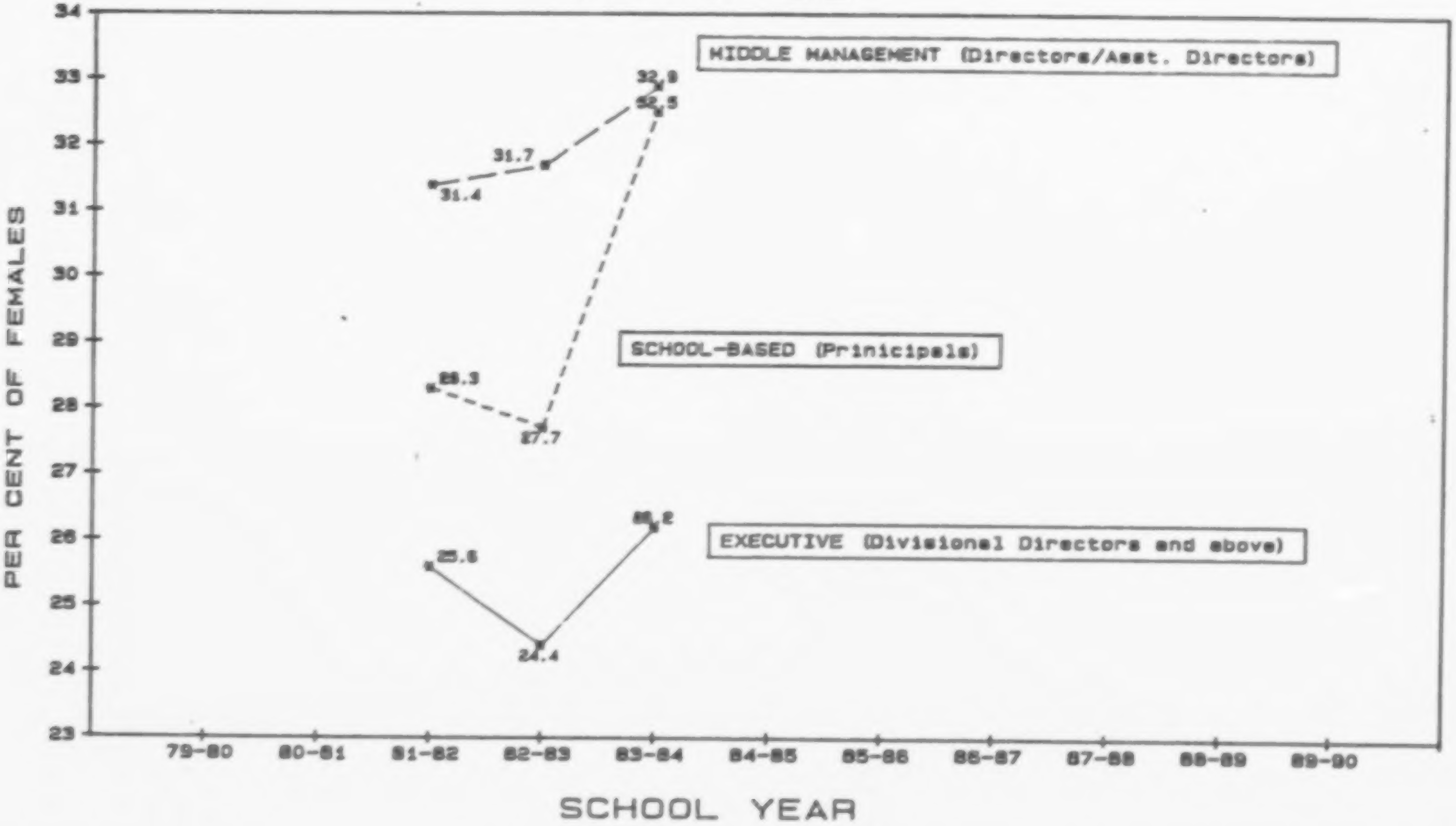
SOURCE: Office of Personnel for Use by the Personnel Forecasting Committee, June, 1984

TABLE 84-D-17
NUMBERS AND PERCENTS OF EMPLOYEES BY COUNTY OF RESIDENTS
JUNE, 1983

County	Total	Detroit Federation of Teachers A	Numbers of Employees by Bargaining Unit																		
			Local 345, Council #25 AFSCME, AFL-CIO B	Organization of Sch. Admin. and Supervisors C	Greater Detroit Building Trades Council (Journeymen) D	International Union of Operating Engineers E	Detroit Assoc. of Educ. Off. Employees, AFL-CIO F	Governmental Accountants and Analysts Association G	Radio-TV Broadcast Engineers, AFL-CIO H	International Assoc. Mach. and Aerospace Workers I	Int'l Bro'hood of Tmstr., Chauffers, Whsemn, Helpers J	Det. Bd. Education Engineers & Professional Employees K	No Organizational Representative L	Detroit Federation of Para-Professionals M	Non-Instructional Supervisory Personnel (NISP) N	Greater Det. Bldg. Trades Council AFL-CIO (Foremen) O	Int'l Br'hood of Teamsters, Etc., Security Officers P	Int'l Br'hood of Teamsters, Etc., School Bus Drivers Q-R	Organization of Classified Custodians W	Executive Staff and Related to O.S.A.S. X-Y	Detroit Federation of Tchrs., Assistant Attend. Officers Z
Wayne: Detroit	13748 73%	6202 62%	2014 96%	837 67%	277 70%	310 53%	1181 82%	17 65%	15 60%	9 56%	172 86%	13 42%	63 92%	1697 99%	94 83%	12 38%	68 93%	431 98%	259 91%	49 75%	28 93%
Wayne: Non-Detroit	1873 10%	1330 13%	45 2%	162 13%	44 11%	101 17%	110 8%	4 15%	5 20%	2 13%	7 3%	8 26%	3 4%	6 1%	8 7%	8 25%	3 4%	3 1%	16 6%	6 9%	2 7%
Oakland	2187 12%	1802 18%	19 1%	185 15%	20 5%	48 8%	68 5%	3 12%	1 4%	- -	7 3%	5 16%	2 3%	3 0%	7 6%	3 9%	2 3%	- -	4 1%	8 12%	- -
Macomb	925 5%	558 6%	18 1%	54 4%	51 13%	114 20%	75 5%	2 8%	4 16%	5 31%	13 7%	5 16%	1 1%	2 0%	4 4%	9 28%	- -	3 1%	6 2%	1 2%	- -
Monroe	7 0%	7 0%																			
St. Clair	18 0%	12 0%		1 0%		1 0%	3 0%													1 2%	
Washtenaw	35 0%	32 0%		2 0%										1 0%							
Other	66 0%	46 1%		6 1%	2 1%	9 2%	2 0%				1 1%										
	18859	9989	2096	1247	394	583	1439	26	25	16	200	31	69	1709	113	32	73	437	285	65	30

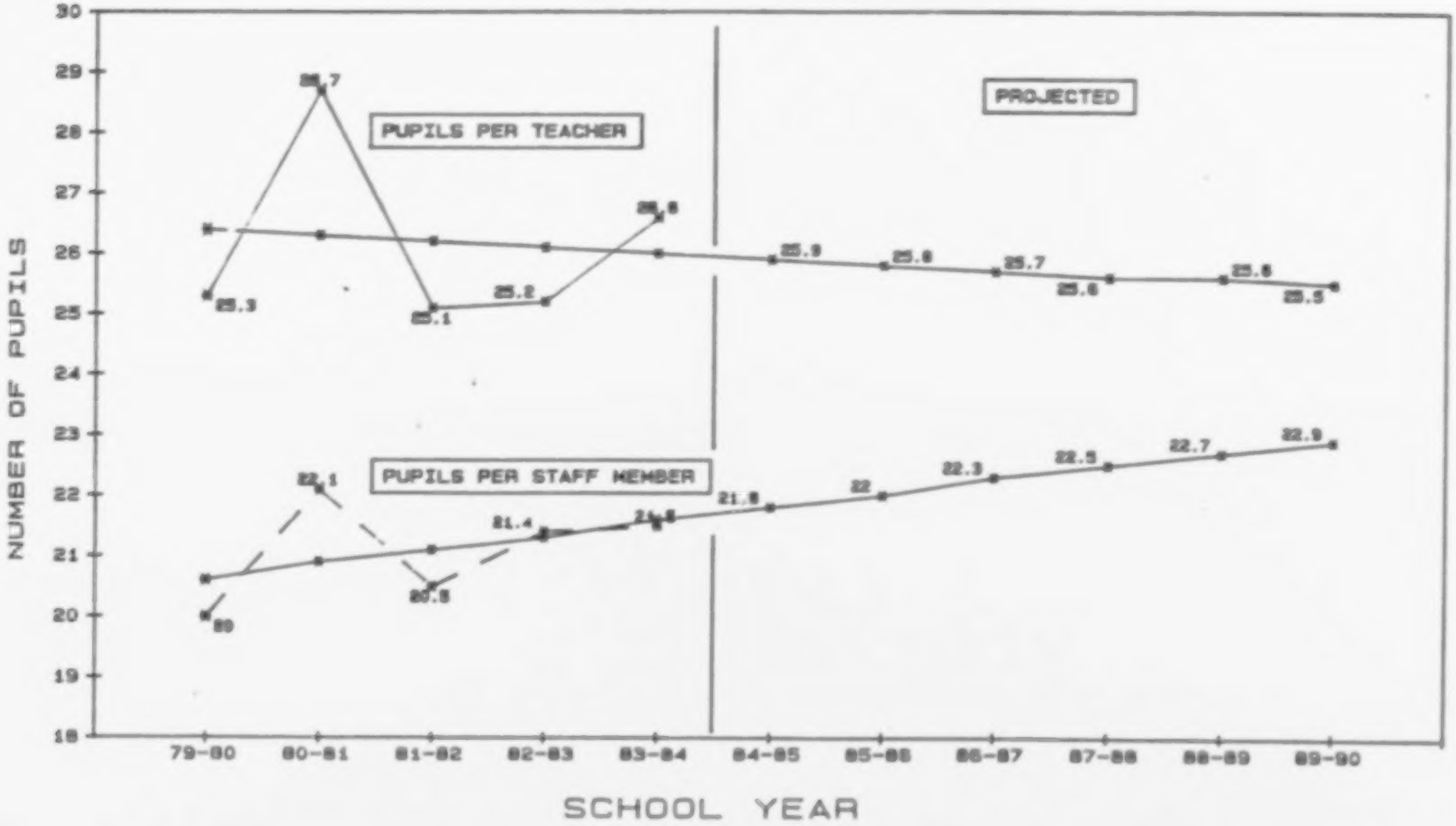
SOURCE: Administrative Statistics, Research and Evaluation Department, Office of Research, Planning and Evaluation, August, 1983

FIGURE 84-D-18
ADMINISTRATIVE STAFF
PERCENT OF FEMALES
1979-89



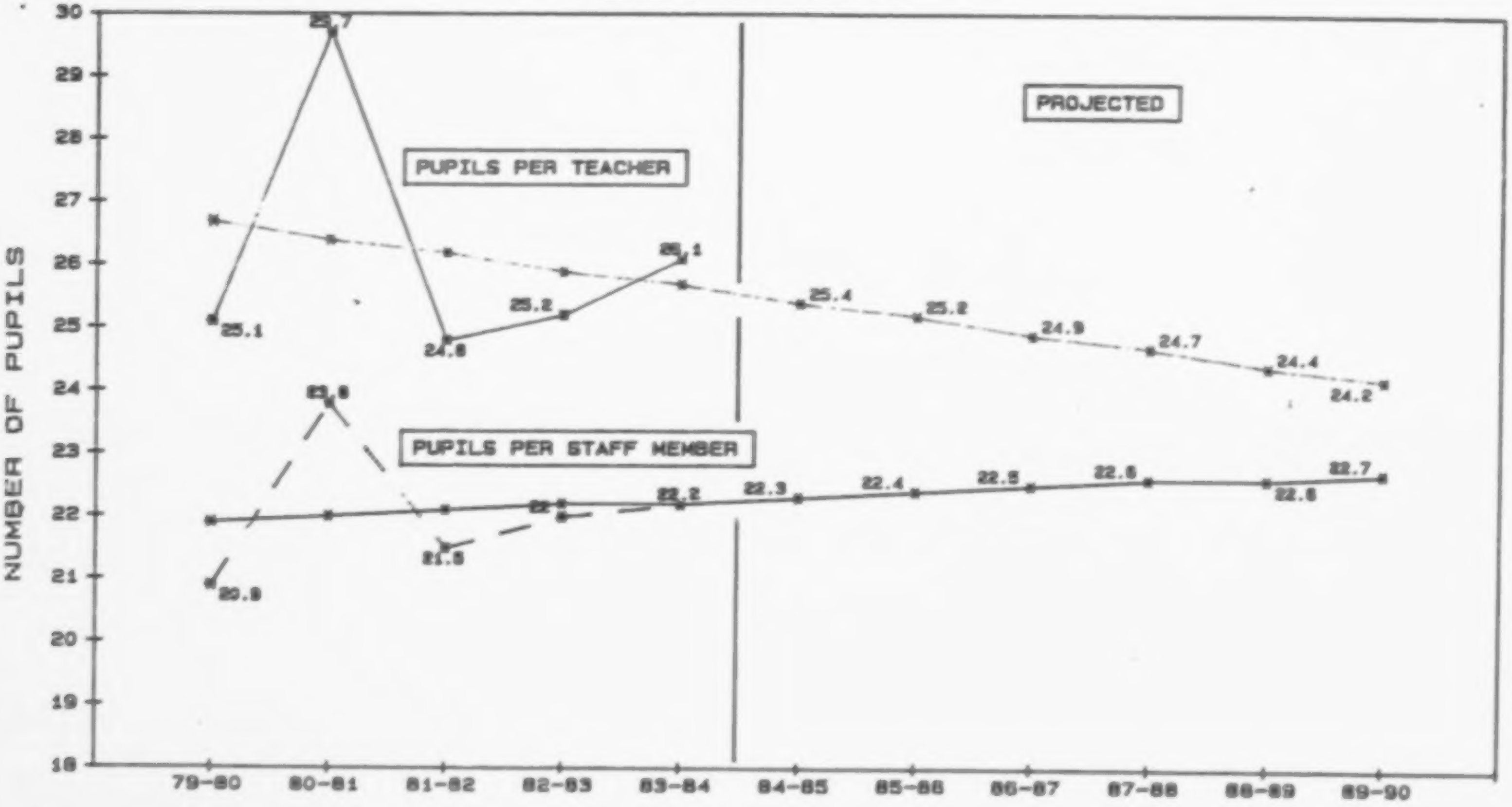
SOURCE: Division of Human Resources Management and Development, June 1984

FIGURE 84-D-19
PUPIL-TEACHER AND PUPIL-STAFF RATIOS
TOTAL DISTRICT
1979-89



SOURCE: Office of Instructional Improvement, Information Systems Department, March 1984

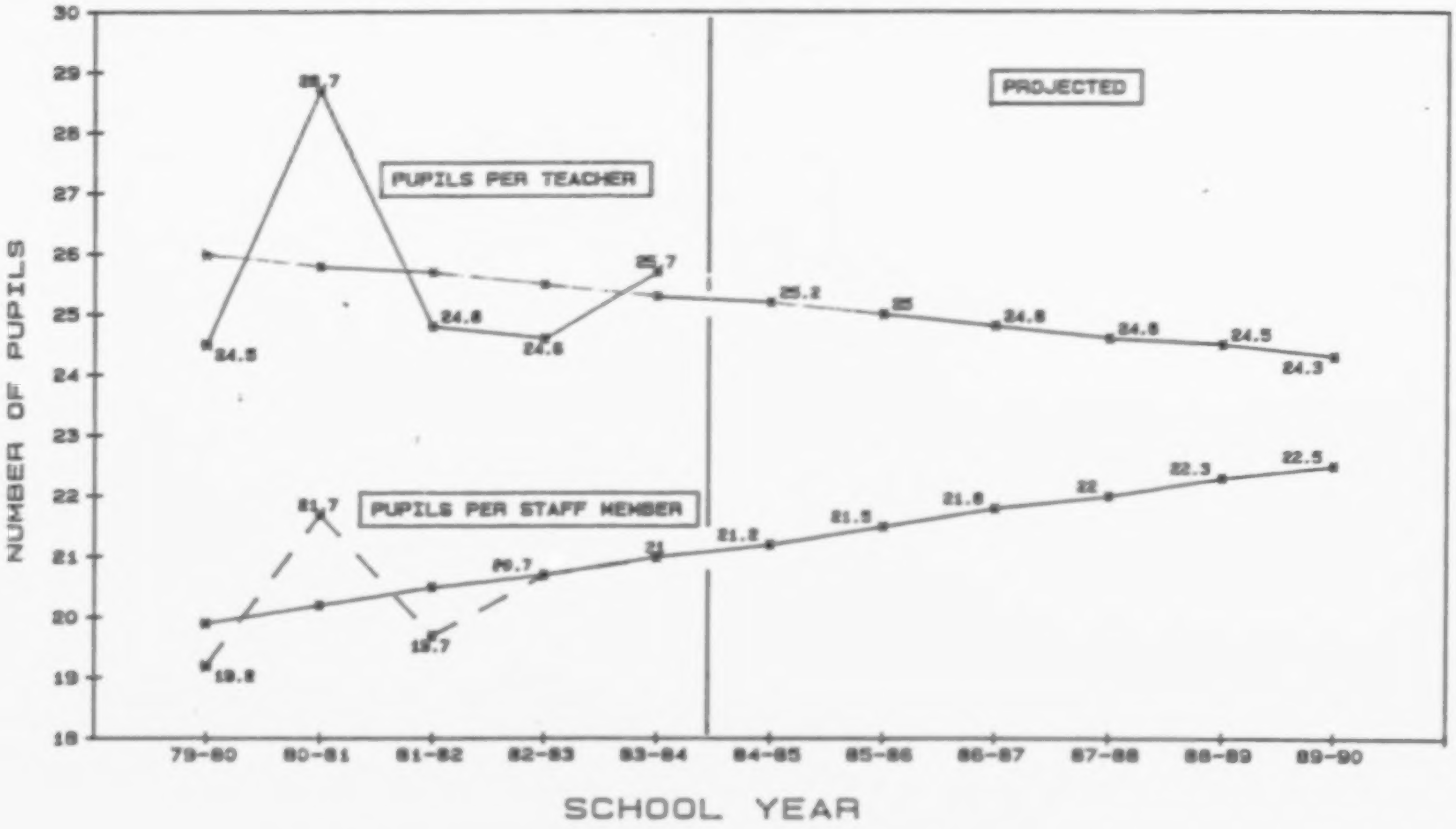
FIGURE 84-D-20
PUPIL-TEACHER AND PUPIL-STAFF RATIOS
ELEMENTARY
1979-89



SCHOOL YEAR

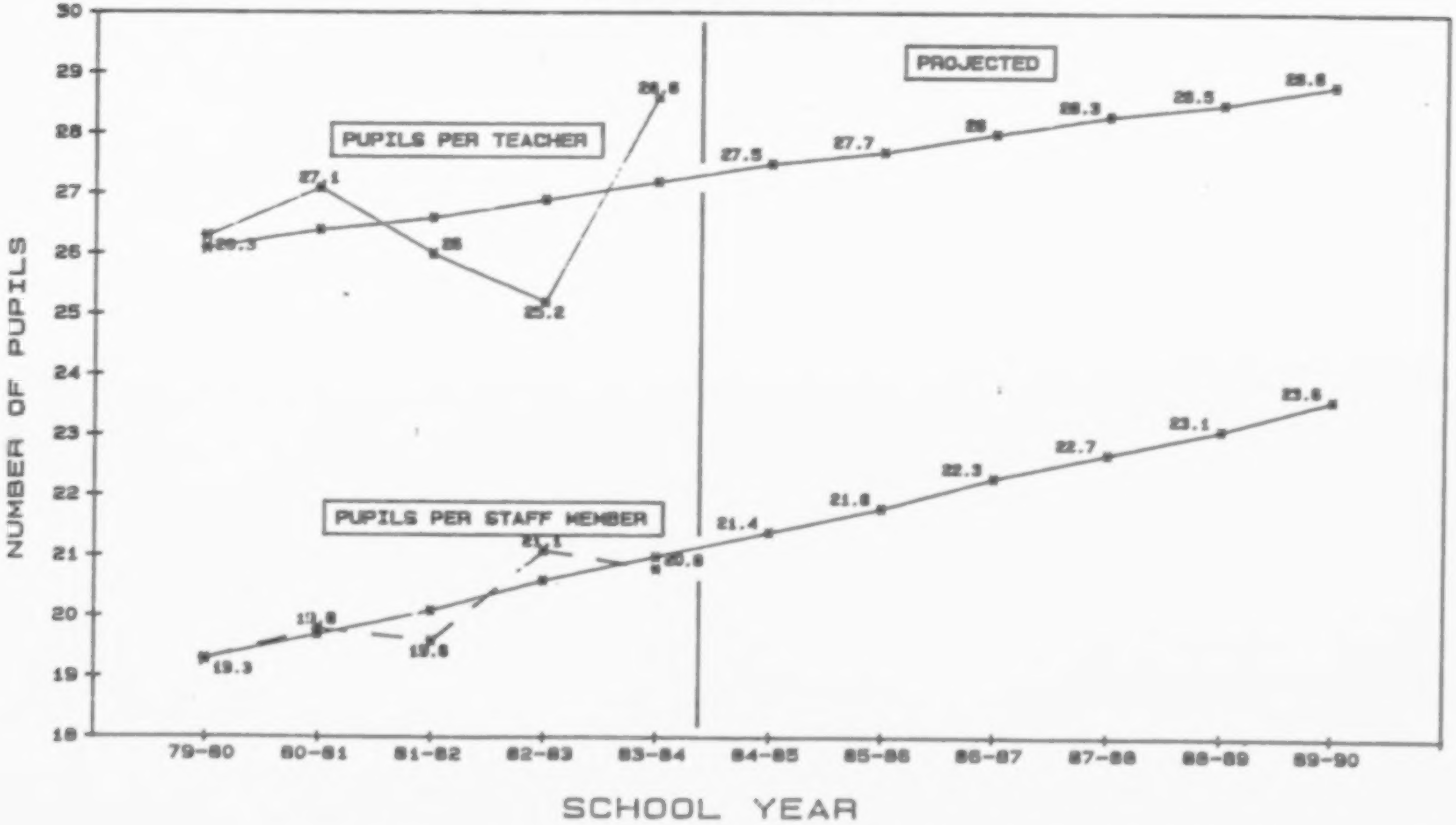
SOURCE: Office of Instructional Improvement, Information Systems Department, March 1984

FIGURE 84-D-21
PUPIL-TEACHER AND PUPIL-STAFF RATIOS
MIDDLE
1979-89



SOURCE: Office of Instructional Improvement, Information Systems Department, March 1984

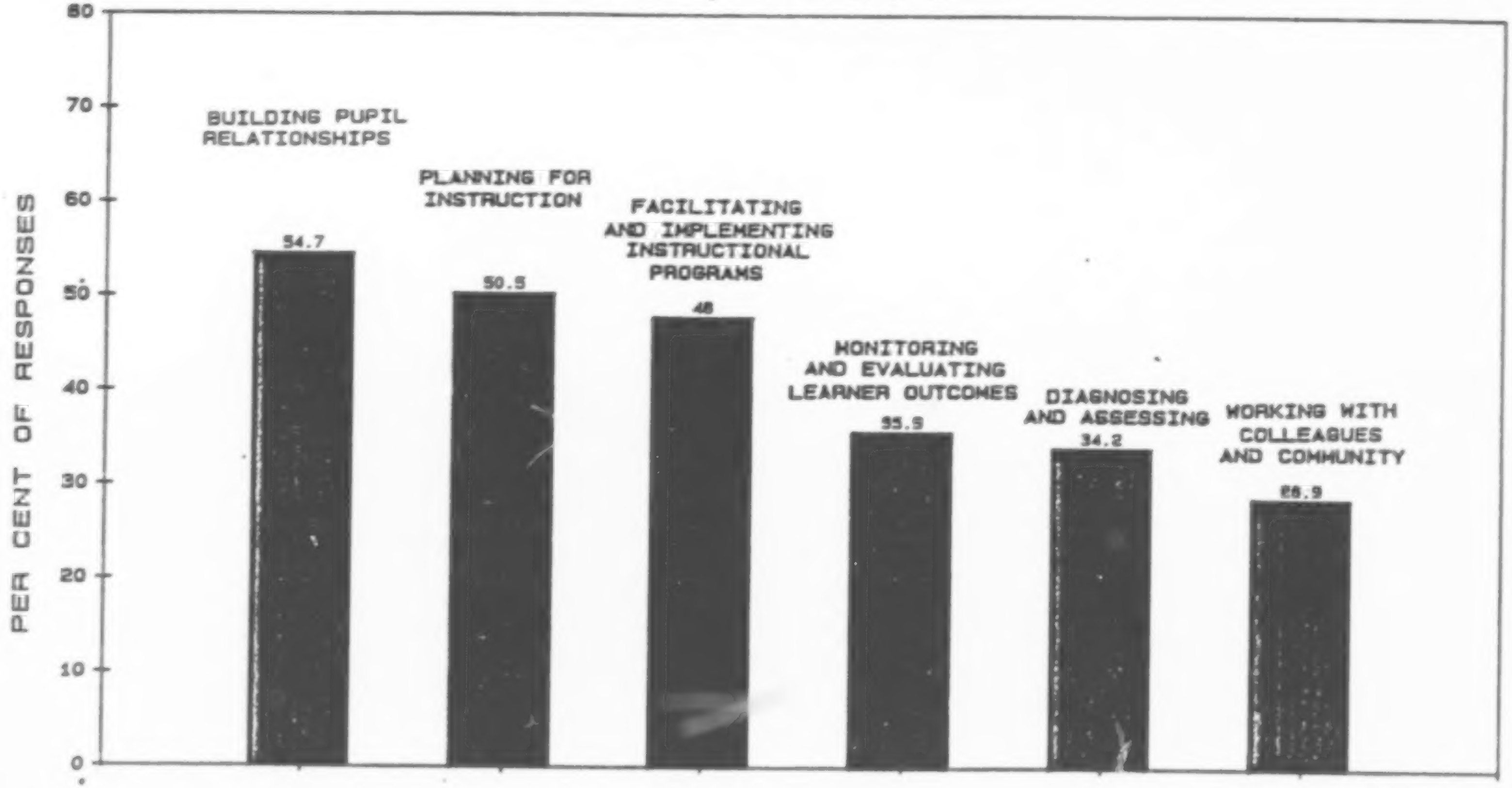
FIGURE 84-D-22
PUPIL-TEACHER AND PUPIL-STAFF RATIOS
HIGH
1979-89



SOURCE: Office of Instructional Improvement, Information Systems Department, March 1984

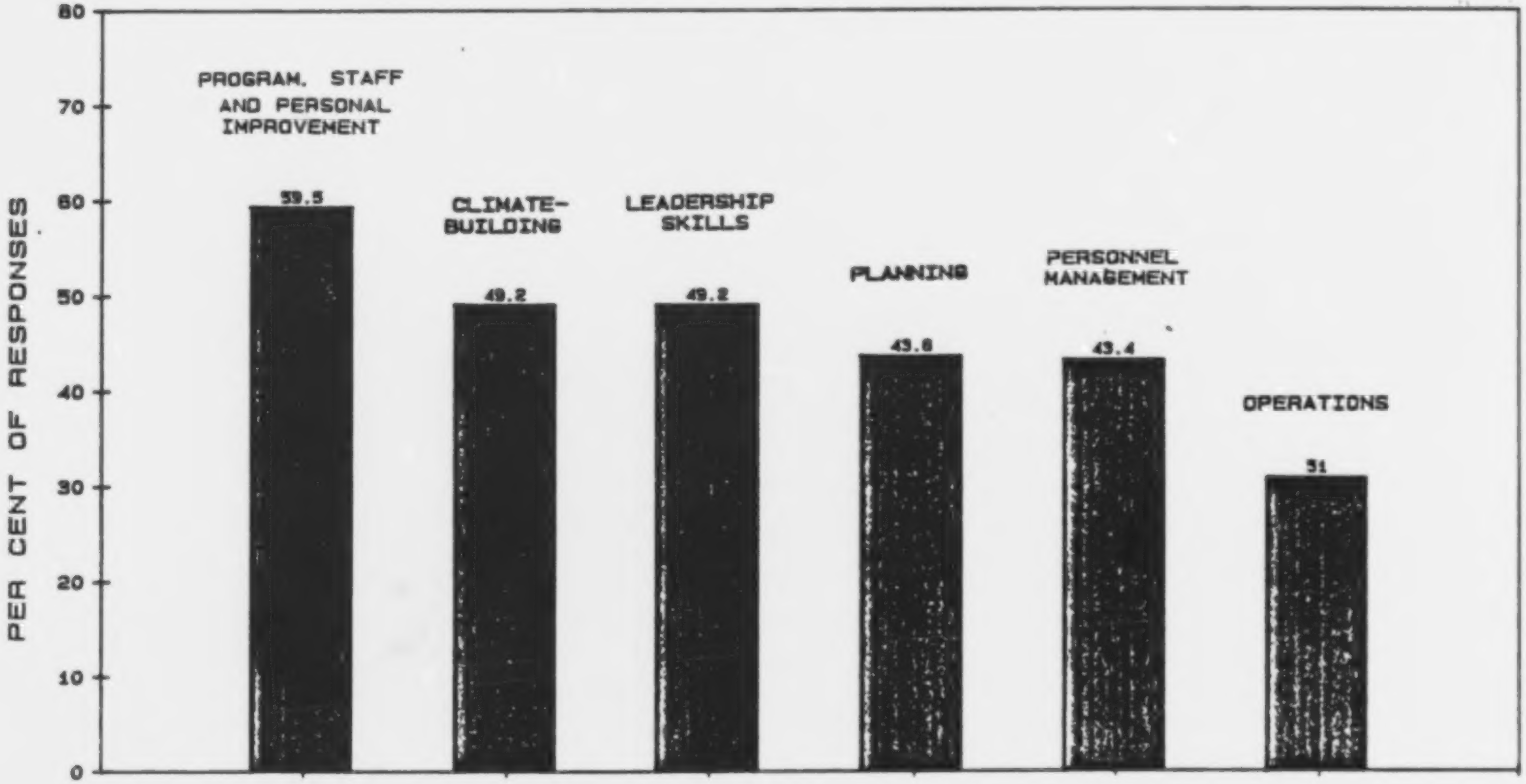
STAFF DEVELOPMENT

FIGURE 84-D-23
TEACHER INSERVICE PREFERENCES BY PERCENTAGE OF RESPONSES
JUNE, 1983



SOURCE: Teacher Inservice Needs Survey, Office of Staff Development, June 1983

FIGURE 84-D-24
ADMINISTRATOR INSERVICE PREFERENCES BY PERCENTAGE OF RESPONSES
JUNE 1983



SOURCE: Administrator/Supervisor Inservice Needs Survey, Office of Staff Development, June 1983

STAFF MORALE

TABLE 84-D-25
ADMINISTRATIVE STAFF MORALE
CABINET, DIRECTORS AND PRINCIPALS
MEAN RESPONSES TO CONDITIONS
MAY, 1984

Condition	Cabinet	Directors	Principals	Total
1. The system's financial situation.	4.1	4.0	4.4	4.2
2. Political climate in office.	4.2	3.9	3.6	3.9
3. The system's commitment to ethical standards.	4.5	4.9	4.6	4.7
4. Personal problems.	3.2	3.0	3.0	3.0
5. Enough time for family/ personal interests.	4.1	3.9	3.8	3.9
6. Global political climate, strife among nations.	2.7	2.7	2.5	2.6
7. U.S. economic climate.	3.4	3.4	3.7	3.5
8. Job allowing you to use your best skills.	4.7	4.8	4.7	4.7
9. Physical environment at your work location.	3.6	3.9	4.3	4.0

SOURCE: Assessment of Detroit Public Schools Administrative Staff Morale, Division of Human Resources Management and Development and Office of Instructional Improvement, Evaluation and Testing Department, May, 1984

TABLE 84-D-25
ADMINISTRATIVE STAFF MORALE
CABINET, DIRECTORS AND PRINCIPALS
MEAN RESPONSES TO CONDITIONS
MAY, 1984

COMMENTS/OBSERVATIONS

A survey of administrative staff members was conducted in March, 1984. As part of that survey, participants were asked "How important are the following conditions (both inside and outside the DPS system) in influencing your morale and job satisfaction?" On the following scale:

1	2	3	4	5
Low Importance		Moderate Importance		High Importance

Some of the findings of the survey are as follows:

1. Conditions most important to the respondents were "...commitment to ethical standards" and "job allowing you to use your best skills." Ethical standards were rated highest by Directors.
2. Political climate in office decreases in level of importance with a decrease in position of respondents. Cabinet members appeared to be the most influenced by politics.
3. "Personal problems" and "Global political climate..." had the least influence among the respondents.
4. "Physical environment at your work location" was rated overall important but rated significantly higher among principals.

TABLE 84-D-26
ADMINISTRATIVE STAFF MORALE
CABINET, DIRECTORS AND PRINCIPALS
MEAN RESPONSES TO NEW PROGRAMS AND POLICIES
MAY, 1984

Statement	Cabinet	Directors	Principals	Total
1. A more complete and accurate information network among supervisors and subordinates.	4.3	4.5	4.4	4.4
2. An effective performance appraisal system.	4.0	4.0	3.7	3.9
3. Better communication with supervisors.	4.3	4.3	4.3	4.3
4. More extensive participative management at all levels of the organization.	4.3	4.2	4.1	4.2
5. Greater opportunity/encouragement to participate in seminars designed to upgrade management or technical skills.	3.5	3.8	4.3	3.9
6. A pay scale comparable to those of other school systems of similar size and responsibilities.	4.7	4.6	4.8	4.7
7. A rating system for determining job grades and salary levels, along with adequate communication on how the system works.-	3.8	4.3	3.6	4.0
8. A more objective and equitable promotion process.	4.1	4.5	4.7	4.5

SOURCE: Assessment of Detroit Public Schools Administrative Staff Morale, Division of Human Resources Management and Development and Office of Instructional Improvement, Evaluation and Testing Department, May, 1984

TABLE 84-D-26
ADMINISTRATIVE STAFF MORALE
CABINET, DIRECTORS AND PRINCIPALS
MEAN RESPONSES TO NEW PROGRAMS AND POLICIES
MAY, 1984

COMMENTS/OBSERVATIONS

A survey of administrative staff morale was conducted in March, 1984. As part of that survey participants were also asked, "If the DPS system were to introduce new programs and policies, how important would each be in improving your morale and sense of work satisfaction?

1	2	3	4	5
Low Importance		Moderate Importance		High Importance

Some of the findings of the survey are as follows:

1. Three programs related either directly or indirectly with communication: "... accurate information network," "Better communication with supervisors" and "...extensive participative management..." Each of the three were rated high by all three groups.

2. A comparable pay scale was rated of greatest importance among all three groups.

3. Management seminars was rated lower than most programs overall but was rated significantly higher among the Principals.

4. The importance of an equitable promotion process increased as the position of the respondent decreased. It is extremely important to Principals.

5. A rating system for determining job grades and salary levels was rated significantly higher among the Directors.

STAFF ABSENTEEISM

TABLE 84-D-27
STAFF ABSENTEEISM
UNITS WITH THE HIGHEST ABSENTEEISM RATES FOR PERSONAL ILLNESS LESS THAN TEN DAYS
1983-84

Unit K	Professional Engineers	11.90%
Unit I	Machinists	9.91%
Unit P	Security Officers	9.48%
Unit H	Broadcast Engineers	9.15%
Unit J	Warehouse Site Management	9.03%
Unit Z	Assistant Attendance Officers	8.60%
Unit O	Building Trades	8.26%
Unit B	Cleaners	8.17%
Unit F	Clericals	8.02%
Unit A	Teachers	7.99%
Unit E	Operating Engineers	7.00%

SOURCE: Absenteeism Control Program, Division of Human Resources Management and Development, August, 1984

TABLE 84-D-28
STAFF ABSENTEEISM
UNITS WITH THE LOWEST ABSENTEEISM RATES
1983-84

Unit Y	OSAS Related	4.52%
Unit C	Principals (only)	3.99%
Unit X	Executive Staff	2.99%

SOURCE: Absenteeism Control Program, Division of Human Resources Management and Development, August, 1984

TABLE 84-D-29
STAFF ABSENTEEISM
EMPLOYEE ABSENCE COSTS REPORT
FROM JULY, 1983 THROUGH MAY 12, 1984

BARGAINING UNIT	NO. OF EMPLOYEES	NO. OF DAYS ABSENT	ABSENT PERCENTAGE	AVERAGE SALARY RATE	TOTAL SALARY COST FOR EMPLOYEE ABSENCE
A	10.060	109,900.50	10.49	137.48	20,106,877.36
B	2,191	42,863.82	10.87	38.59	1,654,232.44
C	1,224	23,976.06	10.88	157.45	3,774,987.00
E	589	9,691.59	9.14	100.74	976,351,02
F	1,468	29,926.31	11.33	60.19	1,801,357 42
H	29	793.03	15.19	81.70	64,791.08
I	15	313.20	11.60	79.06	24,761.08
J	202	5,038.82	13.86	71.22	358,848.16
K	29	895.34	17.15	95.65	85,636.32
M	1,359	30,847.73	9.22	37.95	1,170,606.92
N	122	2,220.91	10.11	84.09	186,765.30
O	32	578.65	10.05	95.49	55,257.05
P	03	1,774.01	11.88	70.07	124,373.84
R	32	109.50	1.90	52.92	5,794.60
W	292	5,054.17	9.62	72.69	367,364.04
X	44	792.40	10.01	200.31	158,727.00
Y	21	350.24	9.27	156.28	54,734.86
Z	29	578.40	11.08	46.53	26,912.61

SOURCE: Absenteeism Control Program, Division of Human Resources Management and Development, August, 1984

PART III POLITICAL

CONTENTS

PAGE

I. EXECUTIVE SUMMARY 1

- OVERVIEW 2
- SUMMARY OF FINDINGS 3
- IMPLICATIONS 6

II. DETAILED FINDINGS 9

- OVERVIEW 10
- ANALYSIS AND TABLES 12
- SERVICES AND PROGRAMS FOR STUDENTS 13
- SERVICES AND PROGRAMS FOR ADULTS 13
- IMPORTANT ISSUES TO BE ADDRESSED BY DETROIT PUBLIC SCHOOLS 17
- STRENGTHS OF DETROIT PUBLIC SCHOOLS 20
- WEAKNESSES OF DETROIT PUBLIC SCHOOLS 23
- RECOMMENDATIONS TO IMPROVE DETROIT PUBLIC SCHOOLS 26
- NEW GROUPS WHICH SHOULD BE SERVED 28
- MAJOR FIVE YEAR GOALS 30
- RECOMMENDATIONS FOR THE DEVELOPMENT OF THE DETROIT PUBLIC SCHOOLS STRATEGIC PLAN 32

III. APPENDIX A 34

- DEMOGRAPHICS OF SURVEY SAMPLE 35
- QUESTIONNAIRE 36
- DATA COLLECTION PROCEDURES 45

CONTENTS

PAGE

IV. APPENDIX B - VERBATIM COMMENTS 46

- . OTHER SERVICES AND PROGRAMS FOR STUDENTS 47
- . OTHER SERVICES AND PROGRAMS FOR ADULTS 49
- . OTHER IMPORTANT ISSUES TO BE ADDRESSED BY DETROIT PUBLIC SCHOOLS 50
- . STRENGTHS OF DETROIT PUBLIC SCHOOLS 52
- . WEAKNESSES OF DETROIT PUBLIC SCHOOLS 66
- . RECOMMENDATIONS TO IMPROVE DETROIT PUBLIC SCHOOLS 82
- . NEW GROUPS WHICH SHOULD BE SERVED 99
- . MAJOR FIVE YEAR GOALS 102
- . RECOMMENDATIONS FOR THE DEVELOPMENT OF THE DETROIT PUBLIC SCHOOLS STRATEGIC PLAN 110

I. EXECUTIVE SUMMARY

- Overview
- Summary of findings
- Implications

I. EXECUTIVE SUMMARY

OVERVIEW

- A SURVEY WAS CONDUCTED IN SEPTEMBER, 1984 BY THE DETROIT PUBLIC SCHOOLS' (DPS) OFFICE OF STRATEGIC PLANNING WITH THE SUPPORT OF THE DEPARTMENT OF EVALUATION AND TESTING. THE PURPOSE OF THE SURVEY WAS TO DEVELOP INPUT INTO THE 1984-85 STRATEGIC PLANNING PROCESS FROM THE DISTRICT'S MAJOR STAKEHOLDER GROUPS.

- THE SURVEY INCLUDED 812 RESPONDENTS REPRESENTATIVE OF THE FOLLOWING GROUPS:

  - STUDENTS
  - PARENTS AND COMMUNITY
  - BUSINESS AND OTHER COMMUNITY
  - SCHOOL BOARD
  - EXECUTIVE STAFF
  - ADMINISTRATIVE STAFF
  - TEACHERS
  - OTHER INSTRUCTIONAL AND SUPPORT STAFF

- THE QUESTIONNAIRES WERE CONCERNED WITH:

  - SERVICES WHICH COULD BE OFFERED TO STUDENTS AND ADULTS OVER THE NEXT FIVE TO TEN YEARS
  - THE MOST IMPORTANT ISSUES TO BE ADDRESSED BY DPS OVER THE SAME PERIOD
  - MAJOR STRENGTHS AND WEAKNESSES OF DPS
  - RECOMMENDATIONS TO IMPROVE DPS
  - RECOMMENDATIONS REGARDING THE DEVELOPMENT OF THE STRATEGIC PLAN
  - WHAT NEW GROUPS DPS SHOULD SERVE IN THE FUTURE
  - WHAT MAJOR GOALS DPS SHOULD ATTAIN OVER THE NEXT FIVE YEARS

SUMMARY OF FINDINGS

- GIVEN SEVEN POSSIBLE PROGRAM AREAS, THE SAMPLE RANKED BASIC SKILLS AS THE MOST IMPORTANT SERVICE TO OFFER STUDENTS OVER THE NEXT FIVE TO TEN YEARS. ADVANCED SKILLS, I.E. HIGHER ORDER THINKING, PROBLEM SOLVING, ETC., WAS RANKED SECOND MOST IMPORTANT. EXECUTIVE STAFF AGREED WITH THIS RANKING WHILE BOARD MEMBERS RANKED ADVANCED SKILLS FIRST AND BASIC SKILLS SECOND. STUDENT SUPPORT SERVICES, SPECIALIZED SCHOOLS AND PROGRAMS, HIGH TECHNOLOGY, AND CAREER DEVELOPMENT RECEIVED MIDDLE RANKS. CULTURAL STUDIES WAS RANKED THE LEAST IMPORTANT.

- CONSIDERING SERVICES THAT COULD BE OFFERED TO ADULTS OVER THE NEXT FIVE TO TEN YEARS, CAREER DEVELOPMENT AND RETRAINING WAS VIEWED AS MOST IMPORTANT BY SAMPLE GROUPS. ADULT EDUCATION, FAMILY SUPPORT, CONSUMER ECONOMICS, HIGH TECHNOLOGY AND SENIOR CITIZENS' SERVICES WERE RANKED IN THE MIDDLE. EXECUTIVE STAFF GAVE ADULT EDUCATION AND CAREER RETRAINING VERY CLOSE RANKS AT THE TOP WHILE BOARD MEMBERS SELECTED CAREER RETRAINING FIRST AND CONSUMER ECONOMICS AND HIGH TECHNOLOGY SECOND. RECREATION AND LEISURE TIME WAS CITED AS THE LEAST IMPORTANT.

- THE RANKS OF THE SEVEN AREAS OF ISSUES WHICH DPS SHOULD ADDRESS OVER THE NEXT FIVE TO TEN YEARS INDICATED THAT RESPONDENTS PERCEIVED THE FIRST THREE RANKED ISSUES AS EQUALLY IMPORTANT OR HIGHLY INTERRELATED. THE DIFFERENCE BETWEEN THE FIRST AND THIRD RANKED ISSUES WAS NEGLIGIBLE. THESE WERE CURRICULUM DEVELOPMENT AND STUDENT ACHIEVEMENT, STUDENT ATTENDANCE, AND FUNDING. EXECUTIVE STAFF AND THE BOARD MEMBERS AGREED IN RANKING FUNDING NUMBER ONE AND CURRICULUM AND ACHIEVEMENT SECOND.

- The sample ranked school climate and management issues very closely and next after the top three. Board members ranked management issues as their third priority while executive staff chose school climate third. Competition from non public schools was ranked least important.

- Over 85% of the sample cited instructional staff, curriculum, administration, and public and community relations as district strengths. Executive staff and administrators focused more on administration and community relations and the board members on instructional staff and curriculum. Community participants and students favored curriculum while teachers and other instructional and support staff were most positive about instructional staff.

- Almost 70% of the sample identified management, funding, safety and security, and instructional staff as district weaknesses. The occurrence of management and staff at the top of the lists of both strengths and weaknesses suggests that respondents are acknowledging the groups' value as a resource while recognizing the need for their improvement to maximum potential.

- All groups except students agreed that the administration is the district's greatest weakness. All the DPS employee groups cited funding as the second weakness. The board members, parents and members of the community felt that the instructional staff was the district's second most prominent weakness.

- Students' concerns were different than those in other groups. School safety and security were most frequently mentioned as a DPS weakness and student issues such as the dress code, method of class assignment, etc. were second.

- Consistent with respondents' perceptions of the weaknesses of DPS, the areas identified most frequently as needing improvement were administration, funding, curriculum and instructional staff. The executive staff and administrators themselves were most likely to comment on the administration as an area to improve. Other DPS staff and the community groups agreed. Board members, however, most frequently cited public and community relations as an area to improve.

- Executive staff identified funding as a weakness second most often while board members identified both administration and funding second. Other school staff agreed with the board members on funding as a second tier DPS problem.

- Twenty-four percent of executive staff and 33% of the board members felt that preschool children is a group which should receive additional DPS service. The board members felt that parents, especially working and single parents, and the unemployed and under-employed should be served. Executive staff also identified these two groups but emphasized the unemployed groups over parents. Sixteen percent of these respondents felt that no new groups should be served or were concerned that expanding services in new areas would jeopardize current services.

- Both executive staff and board members most frequently named improving student achievement as a major five year goal for DPS. The board members also frequently mentioned improving curriculum and better management and planning as DPS goals. Executive staff added staff development and improving public and community relations to their list of frequently cited goals for DPS.

- Regarding recommendations for the development of DPS' strategic plan, respondents from the Board, executive staff, administration, and instructional staff groups emphasized the importance of input from all levels of the DPS school and community groups regarding the district's strategic plan.

- With somewhat less frequency, respondents from the Board and employee groups also recommended that the strategic planning process be endorsed by all major interest groups within the district, be realistic in terms of district resources and be consistent with all district bargaining agreements.

Implications

- There is substantial consensus among DPS constituencies that the district should remain in the business of teaching basic skills to K to 12 students.

- AREAS OTHER THAN THESE IN WHICH THERE IS SOME AGREEMENT REGARDING THE DIRECTION FOR THE DISTRICT ARE:

  - CONTINUING TO EMPHASIZE ADVANCED SKILLS
  - ENHANCING SERVICES TO PRESCHOOL CHILDREN
  - CONTINUING ADULT EDUCATION SERVICES, PARTICULARLY IN THE AREA OF JOB RETRAINING

- THERE WAS CONSENSUS ALSO REGARDING THE STRENGTHS AND WEAKNESSES OF THE DISTRICT. ADMINISTRATION AND STAFF ARE RECOGNIZED AS VALUABLE DISTRICT RESOURCES. THESE SAME GROUPS, HOWEVER, ARE VIEWED AS NEEDING SUBSTANTIAL IMPROVEMENTS.

- SURVEY RESPONDENTS MADE VERY FEW COMMENTS WHICH COULD BE INTERPRETED AS DIRECTING DPS TOWARD NEW ACTIVITIES, CURRICULUM CONTENT, OR CLIENTS. SOME OF THE COMMENTS SUGGESTIVE OF INNOVATIVE APPROACHES IN THESE AREAS ARE PARAPHRASED BELOW.

  - SEEK NEW MARKETS
  - EVALUATE PROFIT-MAKING VENTURES
  - KEEP SCHOOL OPEN AND IN USE 24 HOURS A DAY

- RESPONDENTS' FOCUS ON TRADITIONAL AREAS IN THIS STUDY IS CONSISTENT WITH OTHER EXPERIENCE IN WHICH STAKEHOLDERS, NEW TO THE STRATEGIC PLANNING PROCESS, TEND TO FOCUS ON SHORT TERM OR EVEN CURRENT AND HISTORICAL ISSUES. THE SURVEY RESULTS, HOWEVER, PROVIDE IMPORTANT INSIGHT INTO DPS CONSTITUENTS' CONCERNS WHICH WILL BE USEFUL TO MANAGEMENT IN DETERMINING WHICH AREAS TO FOCUS ON FIRST AND HOW TO PRESENT ASPECTS OF THE STRATEGIC PLAN TO CONSTITUENTS.

- THAT THE SAMPLE DID NOT EMPHASIZE STRATEGIC ISSUES IN THEIR COMMENTS IN NO WAY PRECLUDES MANAGEMENT FROM DOING SO. ALONG WITH STRATEGIES FOR IMPROVING CURRENT SERVICES AND EMPLOYEES, THE STRATEGIC PLAN SHOULD FOCUS ON THE CRITICAL ISSUES OF FUNDING AND DECLINING ENROLLMENT, CURRICULUM WHICH PREPARES STUDENTS FOR LIFE IN A "POST INDUSTRIAL" CULTURE, AND OUTRIGHT SURVIVAL IN THE URBAN ENVIRONMENT OF THE FUTURE.

II. DETAILED FINDINGS

- Overview
- Analysis and tables
- Services and programs for students
- Services and programs for adults
- Important issues to be addressed by Detroit Public Schools
- Strengths of Detroit Public Schools
- Weaknesses of Detroit Public Schools
- Recommendations to improve Detroit Public Schools
- New groups which should be served
- Major five year goals
- Recommendations for the development of the Detroit Public Schools strategic plan

II. DETAILED FINDINGS

Overview

As part of its strategic planning process, a survey was conducted in September, 1984 by Detroit Public Schools (DPS) Office of Strategic Planning with the support of the Department of Evaluation and Testing. The survey was conducted among DPS' major constituencies or stakeholders, those who can be expected to be affected by the strategic plan. The purpose of the survey was to solicit input from stakeholders into the strategic planning process.

The sample of 812 respondents is described below:

Sample Description

Group	Number
Students	110
Parents and community members	84
Business, industry, agencies, colleges and universities and other community members	42
School board members	9
Executive staff	34
Principals, assistant principals and area and central administrators	187
Teachers	201
School community agents, paraprofessionals, clerical and custodial staff and engineers	127
Demographic information not provided	18
Total	812

This sample is considered to be relatively large and quite representative of the various DPS constituents. A detailed description of the respondents is contained in appendix A, Exhibit 1.

Five questionnaires were used, each tailored to the concerns of different sample groups. The questionnaires covered the following areas:

- What services and programs should be provided to students over the next five to ten years?
  - Seven items were offered for ranking in order of importance with space to write in an other item if desired.
- What services and programs should be provided to adults over the next five to ten years?
  - Same format as student question.
- What are the most important issues facing DPS over the next five to ten years?
  - Same format as student and adult questions.
- What are the major three strengths of DPS?
  - Space was allowed for the three write-ins.
- What are the major three weaknesses of DPS?
  - Same format as strengths question.
- What three recommendations would be offered to improve DPS?
  - Same format as strengths and weaknesses questions.
- What recommendations would be offered for the development of DPS strategic plan?
  - Space was allowed for one or two write-ins.

Executive staff and board members were asked two additional questions:

- What are three major goals for DPS for the next five years?
- What new groups should DPS serve in the future?

Demographic information was obtained for all respondents except executive staff and board members. An example of the questionnaires and a description of the data collection procedures are Exhibits 2 and 3 in appendix A.

Analysis and Tables

Generally, respondents had two types of tasks on the questionnaire: ranking questionnaire items in terms of their importance in the next five to ten years and writing in several comments to single questions in the space provided. The rankings are reported both in terms of mean (or average) ranks as well as the resulting rank order. The rank order was derived by simply numbering the order of the mean ranks, assigning the same number to tied ranks. The write-in comments were analyzed by content analysis. Write-ins were grouped into the content area categories to which they referred. They are reported in terms of percents of comments referring to each content area. Note that the percents are percents of comments and not of respondents since respondents were asked to supply more than one comment for each question of this type. All tables show a total column and columns for each sample group. The total column is always the total sample results and not a simple average of the sample groups' results. The total column, however, can be considered to be a weighted average of the groups, the weighting factor being the relative size of the groups.

Services and Programs for Students

Table 1 summarizes the rankings for these items. At the extremes of the ranks, there was high agreement across groups. Basic skills (2.0) was ranked as most important by the total sample. Also Basic Skills was the most highly ranked item by all groups except school board members who felt that Advanced Skills are more important than Basic Skills. The second and the third most highly ranked items overall were Advanced Skills (3.4) and Student Support Services (3.9).

Specialized Schools and Programs (4.1), High Technology (4.2) and Career Development (4.4) received middle ranks. The item ranked lowest by all groups was Cultural and Global Studies (6.0).

Only 79 respondents added "other" items to the list offered for ranking. The majority of these were concerned with DPS providing academic and affective educational services to students. These responses are detailed in Table 2.

Services and Programs for Adults

Table 3 shows the rankings for the adult items. Again, the groups were quite consistent in their rankings of high and low items. Among the seven areas of DPS service to adults, survey respondents ranked Career Development and Retraining (2.5) as the most important area of service. Further, all groups except executive staff ranked this item highest. Executive staff identified Adult Education as slightly more important than Career Development and Retraining.

Table 1

Mean Ranks (Rank Orders) of Importance of Student Services and Programs

	Total sample	Students	Parents/ community	Business/ other community[1]	Board members	Executive staff	Administrative staff[2]	Teachers	Other instructional, support staff[3]
Basic Skills	2.0(1)	2.7(1)	1.5(1)	1.5(1)	3.0(2)	2.1(1)	1.9(1)	1.6(1)	1.9(1)
Advanced Skills	3.4(2)	3.7(2)	3.6(2)	3.9(3)	2.1(1)	2.3(2)	2.9(2)	3.6(2)	3.6(2)
Student Support Services	3.9(3)	4.1(3)	3.9(3)	4.3(5)	4.1(4)	3.7(3)	3.8(3)	3.8(3)	3.6(2)
Specialized Schools and Programs	4.1(4)	4.4(4)	3.9(3)	3.8(2)	5.0(6)	4.6(5)	4.2(4)	3.9(4)	4.1(4)
High Technology	4.2(5)	3.7(2)	4.1(4)	4.1(4)	3.6(3)	4.5(4)	4.3(5)	4.4(5)	4.4(5)
Career Development	4.4(6)	3.7(2)	4.7(5)	4.1(4)	4.8(5)	5.1(6)	4.6(6)	4.6(6)	3.9(3)
Cultural Studies	6.0(7)	5.7(5)	6.1(6)	6.1(6)	5.0(6)	5.5(7)	6.0(7)	6.1(7)	6.1(6)
(Average Sample)	(703)	(100)	(67)	(35)	(9)	(34)	(173)	(185)	(100)

1. Includes business, industry, agencies, colleges and universities and other community members.

2. Includes principals, assistant principals and area and central administrators.

3. Includes school community agents, paraprofessionals, clerical and custodial staff and engineers.

Note: 1 = most important, 7 = least important

Table 2

Other Important Student Services and Programs Mentioned

	Total Sample (% of Responses)
Specific academic content (e.g., reading, Spanish)	30.4
Affective content (e.g., good citizenship skills, behavior)	26.6
Non-educational services (e.g., job placement)	13.9
Educational programs to specific groups (e.g., alternative special education services)	8.9
Better plant, equipment	6.3
Better public, community relations	5.1
Better staff, administration	3.8
Other	5.1
Total	100.0
(Number of Responses)	(79)

Table 3

Mean Ranks (Rank Orders) of Importance of Adult Services and Programs

	Total sample	Students	Parents/ community	Business/ other community[1]	Board members	Executive staff	Administrative staff[2]	Teachers	Other instructional, support staff[3]
Career Development and Retraining	2.5(1)	2.9(1)	2.4(1)	2.3(1)	1.9(1)	2.4(2)	2.2(1)	2.4(1)	2.5(1)
Adult Education	3.2(2)	3.0(2)	3.1(2)	2.7(2)	3.4(3)	2.3(1)	3.7(3)	3.2(2)	2.9(2)
Family Support	3.5(3)	3.7(3)	3.3(3)	3.7(4)	4.9(4)	4.0(3)	3.4(2)	3.3(3)	3.4(3)
Consumer Economics	3.7(4)	3.9(5)	3.7(4)	3.6(3)	3.2(2)	4.0(3)	3.4(2)	3.5(4)	4.0(4)
High Technology	3.9(5)	3.8(4)	4.0(5)	3.7(4)	3.2(2)	4.1(4)	3.7(3)	4.0(5)	4.0(4)
Senior Citizens	5.0(6)	4.2(6)	4.9(6)	5.3(5)	5.0(5)	4.9(5)	5.4(4)	5.2(6)	4.7(5)
Recreation and Leisure Time	6.1(7)	6.5(7)	6.3(7)	6.6(6)	6.2(6)	6.0(6)	6.0(5)	6.1(7)	6.1(6)
(Average Sample)	(704)	(98)	(65)	(35)	(9)	(34)	(174)	(178)	(99)

1. Includes business, industry, agencies, colleges and universities and other community members.

2. Includes principals, assistant principals and area and central administrators.

3. Includes school community agents, paraprofessionals, clerical and custodial staff and engineers.

Note: 1 = most important, 7 = least important

The ranks were very close for the next four items which were ordered by the total sample: Adult Education (3.2), Family Support (3.5), Consumer Economics and Personal Management (3.7), and High Technology (3.9). The orders varied somewhat across groups.

The groups were in agreement that services to Senior Citizens (5.0) and Recreation and Leisure Time (6.1) were next to least and least important, respectively.

Only 42 respondents wrote in "other" items on the adults question. Community education, non-educational and affective education services were the most frequently mentioned items here. These results are shown in Table 4.

Important Issues to be Addressed by Detroit Public Schools

The rankings of the issues items are detailed in Table 5. It can be seen that the ranks were much closer together for this topic than for the students and adults topics. The difference between the highest ranked item and the fifth ranked item (of seven) is only .7. The five most important items in order of their ranks are Curriculum Development and Student Achievement (3.2), Student Attendance (3.2), Funding (3.3), School Climate (3.8), and Staff Development (3.9). This closeness in the ranks suggests that the items are relatively similar in importance overall. Another possible explanation is that these issues are highly interrelated, particularly the first three.

However, different groups ordered these items differently and showed a greater spread in their ranks. Executive staff and board members placed more emphasis on funding, first, and curriculum and achievement, second. Diverging from the other groups' results, executive

Table 6

Other Important Issues Mentioned

	Total Sample (% of Responses)
Changing, enhancing, improving current services	34.7
Improving staff	22.4
Improving administration	18.4
Improving public, community relations	8.2
Improving organizational structure	6.1
Innovative use of schools (e.g., 24-hour use of schools)	4.1
Funding	4.1
Serving new groups	2.0
Total	100.0
(Number of Responses)	(49)

staff and board members pulled management issues into their set of five top ranked issues. Administrators were also most concerned about funding and curriculum and achievement but reversed their order. Parents and community members and teachers and other school staff agreed that attendance and curriculum and achievement were the top issues for the future.

The rankings across groups were quite consistent at the low extreme. Management (4.5) and Competition from non-Public Schools (5.9) were the next to least and least important, respectively.

Forty-nine respondents wrote in "other" issues for this question. These were concerned in the main with improving current services and staff (Table 6).

Strengths of Detroit Public Schools

With few exceptions, staff (28.8% of comments), curriculum (26.3%) and the superintendent, the administration and their policies and practices (21.3%) were among the three most frequently mentioned strengths of DPS. Executive staff more frequently mentioned administration (30.2%) and public and community relations (27.9%) while board members tended to focus more on the instructional staff (35.3%) and curriculum (23.6%). Principals and other administrators favored administration (27.2%) and instructional staff (26.9%). Teachers and other DPS employees were most likely to cite instructional staff (38.9%, 28.3%) as a strength. Students and the community, on the other hand, felt that curriculum was DPS' greatest asset. Overall, public and community relations (9.8%) was the fourth most frequently mentioned strength of DPS. These four types of mentions, instructional staff, curriculum, administration, and community relations, made up over 86% of the comments to this question. An additional

Table 5

Mean Ranks (Rank Orders) of Importance of Issues to be Addressed

	Total sample	Students	Parents/ community	Business/ other community[1]	Board members	Executive staff	Administrative staff[2]	Teachers	Other instructional, support staff[3]
Curriculum Development and Student Achievement	3.2(1)	3.5(3)	3.1(2)	3.0(1)	2.9(2)	3.4(2)	2.9(1)	3.3(2)	3.2(2)
Student Attendance	3.2(1)	3.4(2)	2.9(1)	3.2(3)	4.1(4)	4.3(6)	3.7(4)	2.7(1)	2.9(1)
Funding	3.3(2)	2.9(1)	3.4(3)	4.0(4)	2.7(1)	2.5(1)	3.2(2)	3.3(2)	3.8(3)
School Climate	3.8(3)	3.5(3)	3.8(5)	4.0(4)	4.2(5)	3.5(3)	4.1(5)	3.7(3)	4.0(5)
Staff Development	3.9(4)	4.2(4)	3.6(4)	3.1(2)	4.8(6)	4.0(5)	3.5(3)	4.3(4)	3.9(4)
Management	4.5(5)	4.8(5)	4.9(6)	4.2(5)	3.2(3)	3.7(4)	4.3(6)	4.5(5)	4.7(6)
Competition from non-Public Schools	5.9(6)	5.7(6)	5.9(7)	6.1(6)	5.9(7)	6.5(7)	6.3(7)	6.0(6)	5.3(7)
(Average Sample)	(709)	(99)	(67)	(36)	(9)	(34)	(172)	(180)	(100)

1. Includes business, industry, agencies, colleges and universities and other community members.

2. Includes principals, assistant principals and area and central administrators.

3. Includes school community agents, paraprofessionals, clerical and custodial staff and engineers.

Note: 1 = most important, 7 = least important

Table 4

Other Important Adult Services and Programs Mentioned

	Total Sample (% of Responses)
Community education	33.3
Non-educational services (e.g., part-time work for retirees)	26.2
Affective content (e.g., values clarification, citizenship)	21.4
Educational programs to specific groups (e.g., services to handicapped)	11.9
Specific academic content (e.g., advanced skills, remedial reading)	7.1
Total	100.0
(Number of Responses)	(42)

Table 7

Strengths of Detroit Public Schools

	Total sample	Students	Parents/ community	Business/ other community[1]	Board members	Executive staff	Administrative staff[2]	Teachers	Other instructional, support staff[3]
	% of Responses (Rank Orders)								
Instructional staff	28.8(1)	26.4(2)	24.2(1)	12.9(3)	35.3(1)	19.8(3)	26.9(2)	38.9(1)	28.3(1)
Curriculum	26.3(2)	38.8(1)	24.2(1)	45.2(1)	23.6(2)	11.6(4)	20.2(3)	28.0(2)	24.1(3)
Superintendent, administration, their policies and practices	21.3(3)	14.0(3)	20.2(2)	16.1(2)	17.6(3)	30.2(1)	27.2(1)	16.1(3)	24.6(2)
Public and community relations	9.8(4)	.6	18.2(3)	11.3(4)	17.6(3)	27.9(2)	10.2(4)	6.3(4)	11.0(4)
Organizational structure	4.6	-	5.1	4.8	-	5.8	7.2	3.5	4.7
Plant, equipment, materials	3.0	4.5	-	4.8	5.9(4)	1.2	2.2	3.5	3.7
Student achievement and behavior	2.7	-	6.1(4)	1.6	-	3.5	4.4	2.3	1.6
School safety and security	1.3	5.6	1.0	1.6	-	-	.3	1.2	.5
Student issues, relations	1.2	6.7(4)	-	-	-	-	.8	.3	.5
No strengths	1.0	3.4	1.0	1.6	-	-	.8	-	1.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
(Number of Responses)	(1341)	(178)	(99)	(62)	(17)	(86)	(361)	(347)	(191)

1. Includes business, industry, agencies, colleges and universities and other community members.
2. Includes principals, assistant principals and area and central administrators.
3. Includes school community agents, paraprofessionals, clerical and custodial staff and engineers.

13% of comments were concerned with organizational structure (4.6%), physical facilities (3.0%), student achievement and behavior (2.7%), security (1.3%), and students' concerns about local issues (1.2%). One percent of the sample asserted that the district had no strengths.

Weaknesses of Detroit Public Schools

The range of responses to the weaknesses question was greater than that of responses regarding the school districts' strengths. Table 8 summarizes the frequency of mentions of various areas of weakness by survey group. Except among the student group, the most frequently cited area in need of improvement was administration (33.4% of comments). As in the strengths analysis, this category includes references to the people in these positions; their policies and practices, such as personnel practices, allocation of district resources, leadership style; and their effects, such as staff morale and the level of paperwork. It is of note that executive staff and administrators were the two groups most likely to comment in this area, 43.9% and 50.4%, respectively. The second most frequently cited weakness overall was funding including declining enrollment (17.3%). The third and fourth were school safety and security (9.5%) and instructional staff (9.4%)

Within these four major areas, employee groups and community groups had different priorities. Executive staff and other DPS employee groups wrote in administration most frequently as a weakness and cited funding second most frequently. Board members and community groups agreed with school employees' first priority but cited instructional staff as the second area of weakness. The third concern of executive staff was public and community relations (15.4%) compared to funding (16.6%), the third concern of school board members.

Table 8

Weaknesses of Detroit Public Schools

	Total sample	Students	Parents/ community	Business/ other community[1]	Board members	Executive staff	Administrative staff[2]	Teachers	Other instructional, support staff[3]
	% of Responses (Rank Orders)								
Administration, their policies and practices	33.4(1)	8.9	30.3(1)	33.3(1)	25.0(1)	43.9(1)	50.4(1)	35.4(1)	28.3(1)
Funding, declining enrollment	17.3(2)	8.6	7.0	8.6	16.6(3)	19.8(2)	20.9(2)	24.7(2)	14.4(2)
School safety and security	9.5(3)	18.6(1)	7.7	11.8(3)	4.2	3.3	3.7	9.8(3)	10.2(3)
Instructional staff	9.4(4)	15.2(3)	18.3(2)	15.1(2)	20.8(2)	5.5	5.7(3)	4.5	10.6(4)
Curriculum	7.7	15.2(3)	8.5(4)	9.7(4)	4.2	5.5	3.5	5.8	9.7
Public and community relations	6.9	1.1	14.1(3)	8.7	20.8(2)	15.4(3)	5.4(4)	5.5	9.3
Plant, equipment, materials	5.7	13.8(4)	5.6	2.2	4.2	-	2.0	6.0(4)	6.4
Student attendance, dropout	3.6	2.6	4.2	3.2	-	1.1	3.0	4.9	5.1
Student issues, relations	3.2	15.6(2)	.7	-	-	-	.7	.7	1.9
Student achievement	2.1	.4	2.1	7.5	4.2	-	2.0	2.4	2.8
Organizational structure	1.2	-	1.4	-	-	5.5	2.5	.2	1.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
(Number or Responses)	(1681)	(269)	(142)	(93)	(24)	(91)	(401)	(449)	(212)

1. Includes business, industry, agencies, colleges and universities and other community members.
2. Includes principals, assistant principals and area and central administrators.
3. Includes school community agents, paraprofessionals, clerical and custodial staff and engineers.

Students had an entirely different profile of concerns consistent with their status as the people being served by DPS. The primary issues for students were school safety and security (18.6%) local, more specific student concerns such as the dress code, class assignment, and attendance policies (15.6%), and instructional staff and curriculum, both at 15.2% of students' comments.

The four areas of administration, funding, safety, and staff accounted for 70% of the weakness comments. The remaining 30% of mentions were concerned with, in order of their frequency, curriculum (7.7%), public relations (6.9%), plant (5.7%), student attendance (3.6%), student concerns (3.2%) student achievement (2.1%) and organizational structure (1.2%).

It should be noted that aspects of the school administration were identified as both the greatest strength and weakness of the Detroit Public Schools. Examples of comments made by respondents with regard to the positive and negative features of DPS administration are listed below.

Strengths of DPS Administration

- "strong top level leadership"
- "committed leadership"
- "willingness of board and administrative staff to face and resolve problems"
- "strong executive leadership during troublesome years"

Weaknesses of DPS Administration

- "failure to use evaluation system for all staff"
- "inconsistent implementation of organizational plans"
- "lack of clear focus on administrative goals or priorities"
- "lack of continuity in organizational change"

It is typical to find comments about strengths and weaknesses (likes and dislikes, etc.) concerned with the same items in research of this nature. There are several possible explanations for this. Many respondents simply lack information about the complexity of issues and so report the items most salient to them on both questions. On the other hand, the data may be suggesting that management and staff are important district resources but need to be improved and developed to their fullest potential.

Some clear results from the strengths and weaknesses data are that curriculum is generally viewed positively while funding is rarely considered a strength. Further, safety and security are generally seen as weaknesses. It is of interest that there were few mentions in either the strengths or the weaknesses items of student achievement.

Recommendations to Improve Detroit Public Schools

These results are shown in Table 9. As might be expected, 70.0% of the recommendations were made with regard to improvements in the four areas of administration, funding, curriculum, and instructional staff and over 40% of these (or 30.3% of the total comments) were directed at administration. All groups except students and board members recommended improvements to administration most often. Again, the groups most concerned with administration were administrators: executive staff, 35.6% and other administrators, 44.5%.

Funding (16.5%) was the second area most in need of improving overall. This was also the case among DPS employee groups except executive staff who mentioned curriculum second most often. The board members would place most emphasis on improving public and community relations (33.3%) first and, half as often, on administration and funding (16.7% each). Parents and other community members are also concerned with administration, curriculum, and

622

623

Table 9

Recommendations to Improve Detroit Public Schools

Area to Improve	Total sample	Students	Parents/ community	Business/ other community[1]	Board members	Executive staff	Administrative staff[2]	Teachers	Other instructional, support staff[3]
	% of Responses (Rank Orders)								
Administration, their policies and practices	30.3(1)	14.0(2)	24.6(1)	22.9(1)	16.7(2)	35.6(1)	44.5(1)	33.8(1)	21.3(1)
Funding	16.5(2)	11.8(4)	6.5	12.5(4)	16.7(2)	6.9	16.2(2)	25.5(2)	15.2(2)
Curriculum	13.0(3)	20.2(1)	16.7(3)	16.7(2)	-	16.1(2)	9.5(4)	9.6(3)	13.7(3)
Instructional staff	10.2(4)	13.6(3)	18.8(2)	9.4	12.5(3)	10.3(3)	10.3(3)	5.4	12.8(4)
Public and community relations	6.2	2.6	8.7	7.3	33.3(1)	10.3(3)	4.3	4.7	9.0
Student achievement and behavior	5.7	4.8	10.1(4)	14.6(3)	-	2.3	2.8	6.3(4)	9.0
Plant, equipment, materials	5.1	11.4	.7	1.0	8.3	2.3	3.0	4.9	8.5
School safety and security	4.8	13.6(3)	5.8	4.1	-	1.1	2.3	4.0	3.3
School administration	4.2	3.5	5.1	9.4	4.2	2.3	3.2	4.0	4.7
Organizational structure	2.4	2.2	1.4	1.0	4.2	9.2(4)	3.2	1.4	.9
Other	1.6	2.2	1.4	1.0	4.2	3.4	.7	.4	1.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
(Number of Responses)	(1612)	(228)	(138)	(96)	(24)	(87)	(400)	(428)	(211)

1. Includes business, industry, agencies, colleges and universities and other community members.
2. Includes principals, assistant principals and area and central administrators.
3. Includes school community agents, paraprofessionals, clerical and custodial staff and engineers.

staff while placing more priority than other groups on student achievement. Curriculum (13.0%) and instructional staff (10.2%) were the third and fourth most frequently mentioned areas for improving.

The remaining 30.0% of respondents' recommendations to improve DPS were in the following areas: public relations (6.2%), student performance (5.7%), public relations (5.1%), safety (4.8%), building administration (4.2%), organizational structure (2.4%), and other (1.6%).

New Groups Which Should Be Served

Two survey respondent groups, school board members and executive staff, were asked to identify "new groups" for whom they recommended expansion of DPS programs and services. Table 10 summarizes the new groups identified.

Services to pre-school children (26.0%), some in the form of parental support rather than direct services to children, were most frequently mentioned by both groups. Parents (14.0%), particularly single and working parents, and the unemployed and underemployed (18.0%) were the next two groups to which executive staff and board members felt services should be offered. In both groups, it was mentioned that services to the unemployed should be offered in collaboration with the business community. Other groups mentioned by executive staff were groups not qualifying for existing remedial and support programs, school dropouts, senior citizens, community and teachers. Fifteen percent of executive staff and 22% of board members felt that no new groups should be added or that new groups should be served only if current DPS services are not compromised by taking on more service offerings.

Table 10

New Groups Which Should Be Served

	Total	Board Members	Executive Staff
	- - - - - - - -	(% of Comments)	- - - - - - - - -
Pre-school children	26.0	33.3	24.4
Parents (emphasize working and single)	14.0	22.2	12.2
Adults:			
- Unemployed/underemployed	18.0	22.2	17.1
- Individuals not qualifying for existing programs	6.0		7.3
- School dropouts	8.0		9.8
- Senior citizens	6.0		7.3
- Community school programs for life-long learning	4.0		4.9
- Teachers	2.0		2.4
No New Groups	16.0	22.2	14.6
Total	100.0	100.0	100.0
(Number of Comments)	(50)	(9)	(41)

Major Five Year Goals

This was another item presented to executive staff and board members only. These results are summarized in Table 11. The most frequently identified goal, student achievement (22.3%) included a majority of statements focused on increases in general student achievement. A few of these student achievement comments by executive staff members, however, referred to improvements in students' vocational, daily living, and problem-solving activities.

Staff development was the next most frequently mentioned goal among executive staff (17.9%). These comments in both groups were approximately evenly divided between statements regarding increases in the quality and quantity of staff development and in-service training opportunities for teachers and goals related to improved methods of evaluating, motivating, and supporting school staff. Improving curriculum was the second most important goal for board members (16.7%)

Improving public and community relations and better management and planning (13.8% each, overall), student support services (11.6%) and funding (7.8%) were other goals mentioned.

This latter result is in contrast to both groups' responses when asked to rank important issues facing the schools during the next five years and to identify areas of weaknesses in the district. Funding had been ranked by board members and executive staff as the most important issue facing the district and it received the second and third highest number of mentions from the two groups as a weakness within DPS. In addition to general goals such as achieve fiscal stability, a few of the funding comments suggested innovative approaches to financial management such as "Identify ways, other than property taxes, to

Table 11

Major Five Year Goals

Goal Area	Total	Board Members	Executive Staff
	- - - - - - - -	(% of Comments)	- - - - - - - - -
Improving student achievement	22.3	29.2	20.8
Staff development	16.9	12.5	17.9
Improving curriculum	13.8	16.7	13.2
Improving public and community relations	13.8	4.1	16.0
Better management and planning	13.8	16.7	13.2
Student support services	11.6	12.5	11.3
Funding	7.8	8.3	7.6
Total	100.0	100.0	100.0
(Number of Comments)	(130)	(24)	(106)

633

632

finance schools", "Increase political base in order to press for adequate funding", and "We should become involved in profit-making ventures".

Recommendations for the Development of the Detroit Public Schools Strategic Plan

All groups except students were asked to make recommendations for the development of the DPS strategic plan. Respondents from the groups of DPS administrative, teaching and other staff stressed that input regarding the strategic plan should be solicited from multiple employee and community groups. Additionally, these respondents recommended that the plan be clearly and simply articulated.

DPS administrative staff further recommended that the plan identify goals which reflect existing human and material resources. They also cautioned that the plan should not be "another paper-only" project or require a great deal of paperwork by building level staff.

Recommendations from board members included general comments regarding the importance of insuring "commitment to the planning process". Generally, board members suggested there be regular updates and opportunities for the board to interact informally with planners regarding the process and content of the strategic plan.

The recommendations from executive staff members regarding the strategic plan included the general cautions that the plan must go behond "just identifying problems" to implementation and that once the plan is adopted, DPS should "adhere to the strategic plan". More specifically, the executive staff emphasized the importance of soliciting input and support from all levels of the school district. Comments from executive staff with regard to input into the strategic plan included:

- "Make sure the superintendent and top level staff are totally involved in the development and implementation of the plan."
- "Ensure that the board and other key constituents (e.g., parents, community, teachers, students) have appropriate input."
- "Collect ideas from all units for developing the plan."
- "Be sure all units feel they are part of the plan and that their input has been taken into consideration."

With regard to the process of developing the DPS strategic plan, executive staff members made recommendations similar to those of other DPS staff groups. These included an emphasis on simplicity and clarity, e.g., "Don't permit the process to become so cumbersome that the plan becomes inoperable", and upon recognition of realities within the district, e.g., "Make sure to isolate items that impact an employee bargaining agreement", "Make sure some success is possible by setting realistic priorities", "Phases must relate to day-to-day operations in areas within the district".

Executive staff recommended several topics and content areas for the strategic plan including personnel forecasting, staff absenteeism, needs assessment data obtained from local schools as well as from area and central administration, school climate and curriculum.

III. APPENDIX A

- DEMOGRAPHICS OF SURVEY SAMPLE
- QUESTIONNAIRE
- DATA COLLECTION PROCEDURES

Exhibit 1

Demographics of Survey Sample

	Total sample[1]	Students	Parents/ community	Business/ other community[4]	Administrative staff[5]	Teachers	Other instructional, support staff[6]
% Male	38.4	34.9	20.7	52.4	56.8	33.0	29.6
% Female	61.6	65.1	79.3	47.6	43.2	67.0	70.4
% Black	65.9	76.9	73.8	40.5	66.1	56.3	73.2
% White	29.7	9.6	20.0	54.8	30.0	42.1	25.2
% 40 years of age and over	66.4	*	51.7	61.0	87.3	56.9	64.0
% Detroit resident	76.1	*	98.8	54.8	76.3	61.4	88.2
% Employed by DPS	70.3	*	NA[3]	NA[3]	100.0	100.0	100.0
% Parent of DPS student							
Now	30.8	*	78.0	9.5	19.2	17.1	45.9
Previously	30.8	*	19.5	26.2	38.5	26.4	35.2
% High school student	3.2	78.0	*	*	*	*	*
% Adult education student	3.0	22.0	*	*	*	*	*
Number in Sample	812[2]	110	84	42	187	201	127

* Not asked in this group.

1. The total column includes all respondents answering the question.
2. Subtotals do not add to 812 because two groups are not reported and due to missing data on the column variable.
3. Those reporting DPS employment in this group were classified in their respective employee groups.
4. Includes business, industry, agencies, colleges and universities and other community members.
5. Includes principals, assistant principals and area and central administrators.
6. Includes school community agents, paraprofessionals, clerical and custodial staff and engineers.

Exhibit 2

Questionnaire Items by Group

Questionnaire Item	Questionnaire A	B	C	D	E
Ranking of services and programs for students	x	x	x	x	x
Ranking of services and programs for adults	x	x	x	x	x
Ranking of important issues DPS should address	x	x	x	x	x
Which new groups should DPS serve	x	x			
DPS strengths	x	x	x	x	x
DPS weaknesses	x	x	x	x	x
Recommendations to improve DPS	x	x	x	x	x
Major goals for DPS	x	x			
Recommendations for the development of DPS Strategic Plan	x	x	x		
Demographics			x	x	x

Groups

A	Executive Staff
B	School Board
C	Principals, assistant principals, other area and central office administrators, presidents of bargaining units, teachers, other instructional and support staff
D	Parents and community members, business, industry, colleges and universities, other agencies and organizations
E	High school and adult education students

DETROIT PUBLIC SCHOOLS

STRATEGIC PLAN

Conference Interview Questionnaire

(Version A — For Executive Staff)

Identify:

Unit/s

Division : ____________________

Office : ____________________

Department : ____________________

Area : ____________________

Other : ____________________

Person/s Interviewed: ____________________
____

Interviewer/s : ____________________
____
____
____

Date : ____________________

Office of Strategic Planning
Room 316, Schools Center
5057 Woodward
Detroit, Michigan 48202

Revision #4 - July 6, 1984

All responses are confidential.

DIRECTIONS: Rank these in the order of importance 1-8. One (1) being the most important, and eight (8) the least important. If any category which you feel is important is missing, list it under "other" and include it in the rank ordering.

1. Looking 5 to 10 years ahead, which of the following should the Detroit Public Schools provide for

STUDENTS:

☐ Advanced Skills -
higher order thinking, problem solving

☐ Student Support Services -
counseling, psychological, social work services, health, attendance, special education services

☐ Basic Skills -
reading, writing, mathematics, communications

☐ Specialized Schools and Programs -
vocational education, alternative, gifted and talented, day care, pre-school and early childhood education

☐ High Technology -
computers, robotics, telecommunications, cable television

☐ Cultural and Global Studies -
multicultural and ethnic, foreign languages

☐ Career Development -
knowledge of job trends, skills required for growing occupations, work study programs

☐ Other ______________________________

____

DIRECTIONS: Rank these in the order of importance 1-8. One (1) being the most important, and eight (8) the least important. If any category which you feel is important is missing, list it under "other" and include it in the rank ordering.

2. Looking 5 to 10 years ahead, which of the following should the Detroit Public Schools provide for

ADULTS:

☐ Senior Citizens -
counseling, health, recreation, volunteer services

☐ Adult Education -
basic skills, courses for high school diploma

☐ Career Development and Retraining -
business, vocational/technical skills, apprenticeship programs, knowledge of job trends, mid-career job training

☐ Consumer Economics and Personal Management -
budgeting, long-range financial planning, home improvement, property laws, health services, utility regualations, time management

☐ Family Support -
counseling, stress management, parenting skills, financial, food, clothing and shelter information, substance abuse

☐ High Technology -
computer, robotics, telecommunications, cable television

☐ Recreation and Leisure Time -
cultural activities, hobbies, other interests

☐ Other ______________________________

____

3. What *new groups should the Detroit Public Schools service* in the future? How?

____

____

DIRECTIONS: Rank these in order of importance 1-8. One (1) being the most important, and eight (8) the least important. If any category which you feel is important is missing, list it under "other" and include it in the rank ordering.

4. Looking 5 to 10 years ahead, *what are the most important issues* you feel the Detroit Public Schools must address?

☐ Funding and support for present and future educational programs

☐ Curriculum Development and Innovations - student achievement

☐ Competition from non-public schools - private and parochial

☐ Student attendance - absenteeism, tardiness, drop-out rate, exclusions and suspensions, length of the school year and day, and compulsory education.

☐ Staff Development and Retraining

☐ School Climate - safety and security, appearance, human relations

☐ Management - organizational structure, inter/intra departmental communications, coordination and planning, utilization of resources

☐ Other ______________________________

____

5. What are the major three (3) *strengths* and *weaknesses* of the Detroit Public Schools:

A. Strengths : 1. ______________________________

2. ______________________________

3. ______________________________

B. Weaknesses : 1. ______________________________

2. ______________________________

3. ______________________________

6. If you could make three (3) recommendations to improve the Detroit Public Schools, what would they be?

A. ______________________________

____

____

B. ______________________________

____

____

C. ______________________________

____

____

7. If you could identify three (3) major goals for the Detroit Public Schools for the next five years, what would they be?

A. ______________________________

____

____

B. ______________________________

____

____

C. ______________________________

____

____

11. What recommendations do you have for the development of the DPS Strategic Plan?

____

____

____

DETROIT PUBLIC SCHOOLS

Questionnaire C

STRATEGIC PLAN QUESTIONNAIRE

PLEASE CHECK THE NUMBER FOR EACH ITEM WHICH DESCRIBES YOU.

1. Personal Characteristics

A. Sex	B. Race	C. Age	
(1) Male	(1) White	(1) under 20	60
(2) Female	(2) Black	(2) 21-29	61
	(3) Hispanic	(3) 30-39	62
	(4) Asian or Pacific Islander	(4) 40-49	
		(5) 50-59	
	(5) American Indian or Alaskan Native	(6) 60 and over	

2. Detroit Public Schools Employment

A. Position:

(1) Teacher (5) Clerical 64
(2) Assistant Principal (6) Custodial
(3) Principal (7) Engineer
(4) Paraprofessional (8) Other (specify)

____

B. Level:

School (1) Elementary Office (4) Area 65
(2) Middle (5) Central
(3) High

3. Are you a Detroit Resident?

(1) Yes (2) No 67

4. A. Do you have a child/children in the Detroit Public Schools?

(1) Yes (2) No - GO TO QUESTION 4C. 68

B. If yes, at what level/s? (CHECK ALL THAT APPLY.) 69 70

(1) Elementary (2) Middle (3) High 71

C. If no, have you ever had a child/children in the Detroit Public Schools?

(1) Yes (2) No 72

Your immediate return of this questionnaire is appreciated. Thank you very much.

DEPARTMENT OF EVALUATION AND TESTING
5035 WOODWARD AVENUE
ROOM 101, SCHOOLS CENTER ANNEX
DETROIT, MICHIGAN 48202

DETROIT PUBLIC SCHOOLS Questionnaire D

STRATEGIC PLAN QUESTIONNAIRE

PLEASE CHECK THE NUMBER FOR EACH ITEM WHICH DESCRIBES YOU.

Personal Characteristics

A. Sex	B. Race	C. Age	
(1) Male	(1) White	(1) under 20	60
(2) Female	(2) Black	(2) 21-29	61
	(3) Hispanic	(3) 30-39	62
	(4) Asian or Pacific Islander	(4) 40-49	
		(5) 50-59	
	(5) American Indian or Alaskan Native	(6) 60 and over	

2. A. Are you employed by the Detroit Public Schools? 63

(1) Yes (2) No - GO TO QUESTION 2C.

B. If yes, please indicate your position:

(1) Teacher	(5) Clerical	64
(2) Assistant Principal	(6) Custodial	
(3) Principal	(7) Engineer	
(4) Paraprofessional	(8) Other (specify) ________________	

C. If no, please check the one category which best describes you.

(1) Parent of DPS student or community member	(4) College/University	66
(2) Business/Industry	(5) Other (specify) ________________	
(3) Agency/Organization		

3. Are you a Detroit resident?

(1) Yes (2) No 67

4. A. Do you have a child/children in the Detroit Public Schools?

(1) ↓Yes (2) No - GO TO QUESTION 4C. 68

B. If yes, at what level/s? (CHECK ALL THAT APPLY.) 69 70

(1) Elementary (2) Middle (3) High 71

C. If no, have you ever had a child/children in the Detroit Public School

(1) Yes (2) No 72

Your immediate return of this questionnaire is appreciated. Thank you very much.

DEPARTMENT OF EVALUATION AND TESTING
5035 WOODWARD AVENUE
ROOM 101, SCHOOLS CENTER ANNEX
DETROIT, MICHIGAN 48202

DETROIT PUBLIC SCHOOLS

STRATEGIC PLAN QUESTIONNAIRE

PLEASE CHECK THE NUMBER FOR EACH ITEM WHICH DESCRIBES YOU.

Personal Characteristics

A. Sex

- (1) Male
- (2) Female

B. Race

- (1) White
- (2) Black
- (3) Hispanic
- (4) Asian or Pacific Islander
- (5) American Indian or Alaskan Native

C. Grade Level

- (1) High School 60
- (2) Adult Education 61 73

Your immediate return of this questionnaire is appreciated. Thank you very much.

DEPARTMENT OF EVALUATION AND TESTING
5035 WOODWARD AVENUE
ROOM 101, SCHOOLS CENTER ANNEX
DETROIT, MICHIGAN 48202

Exhibit 3

Data Collection Procedures

Questionnaire	Group	Procedure
A	Executive Staff	Face-to-face interviews conducted by OSP staff.
B	Board	
C	Presidents of bargaining units Administrative staff for 3 areas Department heads, Division of Educational Services, Office of Curriculum Development Assistant principals for 1 area School community relations administrators and agents	Questionnaires administered and collected by OSP or other staff in meetings with these groups.
	All staff at 6 elementary schools, 3 middle schools, 1 high school and 1 vocational-technical center	Questionnaires distributed by OSP staff in a meeting with these 11 principals who administered and collected the questionnaires in school staff meetings.
D	School community leaders, business, industry and other organizations	Questionnaires mailed by Department of Evaluation and Testing from a list developed by School Community Relations Department.
		Questionnaires distributed and collected by OSP staff at a Board of Education and a Community Relations Committee meeting.
	Parents and community members	Questionnaires distributed by OSP staff in a meeting of school community relations administrators and agents. The school community relations administrators distributed and collected the questionnaires at 4 Area School Community Organization meetings.
E	High school students Adult education students	Questionnaires were administered and collected in 3 grade 12 social studies classes and 1 adult education class.

IV. APPENDIX B - VERBATIM COMMENTS

- OTHER SERVICES AND PROGRAMS FOR STUDENTS
- OTHER SERVICES AND PROGRAMS FOR ADULTS
- OTHER IMPORTANT ISSUES TO BE ADDRESSED BY DETROIT PUBLIC SCHOOLS
- STRENGTHS OF DETROIT PUBLIC SCHOOLS
- WEAKNESSES OF DETROIT PUBLIC SCHOOLS
- RECOMMENDATIONS TO IMPROVE DETROIT PUBLIC SCHOOLS
- NEW GROUPS WHICH SHOULD BE SERVED
- MAJOR FIVE YEAR GOALS
- RECOMMENDATIONS FOR THE DEVELOPMENT OF THE DETROIT PUBLIC SCHOOLS STRATEGIC PLAN

OTHER SERVICES AND PROGRAMS FOR STUDENTS

Total Sample

Examples:

- Respect for authority.
- Student dress code.
- Behavior.
- Reestablish a sense of excellence, values and spirit of the culture.
- Affective domain. Exclusive domain, society depends on these things exclusively.
- Teacher training in the area of motivation. Build lessons on student's background.
- Parent and community involvement.
- Citizenship skills - teaching at all levels values, attitudes, morality, principles, and respect for each other.
- Developing alternative models for the delivery of special education service. Greater numbers of students remaining in regular grade in their home schools with expanded support and resource assistance to regular grade teachers and students.
- Affective growth and development. Positive image of themselves.
- Administrative support services - personnel, finance, purchasing, warehousing, transportation, security, building alterations and maintenance.
- Discipline.
- Smaller class size.

OTHER SERVICES AND PROGRAMS FOR STUDENTS

Total Sample

Examples:

- Retraining of dropouts under 18 years of age.
- Communication process skills.
- Working street-wise activities to their best advantage.
- Parenting skills for adults.
- Parenting/caring/aging.
- Viable job placement within local area when possible.

OTHER SERVICES AND PROGRAMS FOR ADULTS

Total Sample

Examples:

- Senior citizens.
- Recreation and leisure time.
- Behavior management.
- Values clarification - reestablish a sense of excellence.
- Interdisciplinary planning. Monitoring and service to handicapped students in special education classes and special school setting. Intervention of a teacher is not enough, but the coordination of the support service and teaching staff.
- Advanced skills.
- How to be a fine citizen.
- Part-time work for retired professionals.
- Lifelong learning (community education).
- Insurance plans - retirement plans. Investments.

OTHER IMPORTANT ISSUES TO BE ADDRESSED BY DETROIT PUBLIC SCHOOLS

Total Sample

Examples:

- Staff salaries.
- Cultural homogeneity.
- The way they handled the rape situation.
- Good laws to follow.
- Busing program. Stop this waste of money.
- Child behavior.
- Education.
- Ongoing diagnostic procedure.
- Updating the physical plant.
- Twenty-four hour use of school facilities for community education.
- Establishment of bilingual centers with specific exit skills before mainstreaming.
- Varsity athletes careers - pitfalls and directions, advise.
- Safety net, ineligible but needy.
- Providing for the development of academic elements.
- Fitting our product to the real world needs. What we want from the product (student), skills major overhaul.

OTHER IMPORTANT ISSUES TO BE ADDRESSED BY DETROIT PUBLIC SCHOOLS

Total Sample

Examples:

- Work afternoons or days - 3 shifts to upgrade skills.
- Hiring of extremely competent, young teachers on a quota basis. We need not just retraining; but new people in new categories due to the age of our staff.
- Development of alternative model for the delivery of special education services. Education of handicapped children in regular programs. Precision teaching.
- Community involvement.
- Good labor relations.
- Expansion of magnet and alternative programs.

STRENGTHS OF DETROIT PUBLIC SCHOOLS

Question:

What are the major three (3) strengths of the Detroit Public Schools?

Note: For students, this item was worded:
In your opinion, what are the three things the Detroit Public Schools system does best?

Coding Scheme:

01 - Public and community relations - parents, citizens in general

02 - Staff - general staff reference or specific reference to non-management.

03 - Curriculum - classes, vocational-technical offerings, programs.

04 - Student achievement, performance, behavior.

05 - Physical facilities - buildings, equipment, books, materials.

06 - Organizational structure.

07 - Administration - management, leadership, planning, coordination, etc. Includes references to policies over which management has control such as hiring, supervision, attendance, homework, and other.

08 - Superintendent

09 - Public and community relations - government, business, other organizations and agencies.

10 - General references to good public relations and community support, persons or organizations not specified.

11 - Security, safety, school climate.

12 - Student concerns - local or specific.

13 - None

STRENGTHS OF DETROIT PUBLIC SCHOOLS

Total Sample

01 - Public and community relations - parents, citizens in general.

Examples:

- Concerned parents
- Parent/teacher conferences
- Community support (parents, business and government community)
- We reach out to parents more than any other system
- General support of the total Detroit community - evidence, the millages
- Interested community persons

STRENGTHS OF DETROIT PUBLIC SCHOOLS

Total Sample

02 - Staff - general staff reference or specific reference to non-management.

Examples:

- Dedicated and organized staff
- Competent teachers, faculty, administration
- Let students work at their own pace
- Give special attention to students who need it
- Recognize exceptional child
- Involved teachers
- Staff works well together
- Teachers in control of classroom
- Set of people who are competent, caring, cooperative and courageous
- Pool of human resources - staff
- Quality and talent of staff
- Personnel - long term, experienced, dedicated

STRENGTHS OF DETROIT PUBLIC SCHOOLS

Total Sample

03 - Curriculum - classes, vocational-technical offerings, programs.

Examples:

- Innovative and specific programs
- Solid foundation as far as our programs are concerned
- Good academic programs in middle and elementary schools
- Variety and specialized academic programs
- Curriculum is good
- Total educational program offerings
- Good range of educational offerings, pre-school, gifted, etc.
- Ability of the system to train students for advanced education
- Education classes for adults
- Provides co-op work experience
- Provides for night and summer classes
- Curriculum includes sports
- Curriculum includes Vocational-Technical Centers
- Curriculum includes reading and math labs
- Provides for development and training
- Show youth career opportunities

STRENGTHS OF DETROIT PUBLIC SCHOOLS

Total Sample

04 - Student achievement, performance, behavior.

Examples:

- Rising achievement
- Students willing to learn

STRENGTHS OF DETROIT PUBLIC SCHOOLS

Total Sample

05 - Physical facilities - buildings, equipment, books, materials.

Examples:

- Physical facilities upgraded
- Keep high schools looking nice and clean
- Provide many different places of learning
- Supply new books
- Ample equipment

STRENGTHS OF DETROIT PUBLIC SCHOOLS

Total Sample

06 - Organizational structure.

Examples:

- Centralization - superintendent has a greater authority and related responsibility in his role as chief officer representing the central board
- Potential to be efficient organization that can maximize resources
- Area support/goals, objectives of the district
- Graphic structure strong
- New administrative structure
- School works together

STRENGTHS OF DETROIT PUBLIC SCHOOLS

Total Sample

07 - Administration - management, leadership, planning, coordination, etc. Includes references to policies over which management has control such as hiring, supervision, attendance, homework, and other.

Examples:

- Supportive board
- Try hard to utilize available materials
- Concern for achievement
- Five-year plan to train staff
- Staff development
- Selection and utilization of staff
- High academic goals
- Focus on achievement, academic growth
- Enlightened and committed leadership
- Excellent top leadership
- Systematic training of staff
- Innovative practices - willing to try different strategies
- Opportunity for amendment of staff
- Planning
- Work toward system - wide change

STRENGTHS OF DETROIT PUBLIC SCHOOLS

Total Sample

07 - Administration - management, leadership, planning, coordination, etc. Includes references to policies over which management has control such as hiring, supervision, attendance, homework, and other.

Examples:

- Executive leadership during some troublesome years
- We are beginning to have communication horizontal and vertical
- Initiation of long range planning for the improvement of achievement
- Innovative and knowledgeable school board - capable leadership and cooperative stable relationships
- Desire to improve the entire system
- Striving to improve
- Pupil oriented

STRENGTHS OF DETROIT PUBLIC SCHOOLS

Total Sample

08 - Superintendent

Examples:

- Competent superintendent
- Leadership of general superintendent particularly in area of politics

STRENGTHS OF DETROIT PUBLIC SCHOOLS

Total Sample

09 - Public and community relations - government, business, other organizations and agencies.

Examples:

- School and industry cooperation
- Support of the state and community in approving funds for the operation of schools

STRENGTHS OF DETROIT PUBLIC SCHOOLS

Total Sample

10 - General references to good public relations and community support, persons or organizations not specified.

Examples:

- General community support, community involvement, informed community, public relations (e.g., millages)
- Informed community
- Community involvement
- Our relationship with community - they have shown continued interest, dedication, support and a certain "grittiness"

676

675

STRENGTHS OF DETROIT PUBLIC SCHOOLS

Total Sample

11 - Security, safety, school climate.

Examples:

- Enforces school code of conduct
- Student code
- Keeps tramps out of the halls
- Having undercover policemen for protection of students

STRENGTHS OF DETROIT PUBLIC SCHOOLS

Total Sample

12 - Student concerns - local or specific.

Examples:

- Provide hot lunches
- Opportunity to learn
- A chance at a high school diploma
- Educational innovation
- Show concern for girls
- Free education
- Free help
- School activities for students
- Not so strict, doesn't discrimate, friendly atmosphere

WEAKNESSES OF DETROIT PUBLIC SCHOOLS

Question:

What are the major three (3) weaknesses of the Detroit Public Schools?

Note: For students, this item was worded:

What are the three things the Detroit Public Schools system needs to improve most?

Coding Scheme:

01 - Funding, including declining enrollment.

02 - Public and community relations - parents, citizens in general.

03 - Staff - general staff reference or specific reference to non-management.

04 - Administration - management, leadership, planning, coordination, etc. Includes references to policies over which management has control such as hiring, supervision, attendance, homework, and other.

05 - Communication among staff and management.

06 - Curriculum - classes, vocational-technical offerings, programs.

07 - Physical facilities - buildings, equipment, books, materials.

08 - Public and community relations - government, business, other organizations and agencies.

09 - Security, safety, school climate.

10 - Student attendance, dropouts.

11 - Student achievement, performance, behavior.

12 - Organizational structure.

13 - Student concerns - local or specific.

14 - Teacher/student relations.

WEAKNESSES OF DETROIT PUBLIC SCHOOLS

Total Sample

01 - Funding, including declining enrollment.

Examples:

- Classes too large
- More training programs
- Lack of staffing
- Mixed up classes with two different subjects
- Substitute services
- Declining enrollment, including middle class population
- Present fiscal state
- Finances -
    - lack of funds
    - funding source
    - narrow financial base
    - Uses and waste
    - instability and uncertainty
    - eroding financial base
    - too many ways rather than main three
    - staff funding

WEAKNESSES OF DETROIT PUBLIC SCHOOLS

Total Sample

02 - Public and community relations - parents, citizens in general

Examples:

- Lack of parent-community involvement
- Administration-parent relations
- community knowledge
- Public relations
- Bad image
- Lack of aggressiveness to public relations
- There is a feeling of non-trust by students, parents, teachers
- Weak communications with the public
- Community of apathy, more involved and more participating parents
- Apparent inability to improve negative public perception of school system

WEAKNESSES OF DETROIT PUBLIC SCHOOLS

Total Sample

03 - Staff - general staff reference or specific reference to non-management.

Examples:

- Teaching standards
- Staff absenteeism
- Better English teachers
- Lack of trained personnel in high technology. Science and math teachers.
- Low expectations of students and do not do enough for the average students.
- Counselors and department heads
- Insufficient staff interest
- Staff apathy
- Teacher dedication
- Not enough good teachers
- Accountability of teaching staff
- Not enough stimulation from teachers (motivation)
- Teachers' attitudes

WEAKNESSES OF DETROIT PUBLIC SCHOOLS

Total Sample

04 - Administration - management, leadership, planning, coordination, etc. Includes references to policies over which management has control such as hiring, supervision, attendance, homework, and other.

Examples:

- Weak secondary principals

  Staff development and retraining
- Lack of required teacher competency test
- Morale of teachers
- Maintaining quality personnel
- Unqualified staff placement and utilization of staff
- Lack on management skills by some of the top executives
- Scholastic standards
- Student code of conduct
- Lack of area, central, and local school planning and coordination
- Board interference with management responsibilities, particularly with the superintendent.
- Waste money
- Over-staffing at "support levels"
- Monitoring personnel, supervision, evaluation
- Poor management, planning, lack of follow-up

WEAKNESSES OF DETROIT PUBLIC SCHOOLS

Total Sample

04 - Administration - management, leadership, planning, coordination, etc. Includes references to policies over which management has control such as hiring, supervision, attendance, homework, and other.

Examples:

- Lack of discipline
  - discipline in classroom
  - breakdown in discipline
  - order and discipline
- The Board
- Poor staff morale
- Waste (materials and time)
- Failure to seek news coverage for programs
- Right thinking, but slow moving
- Not enough observance
- Large number of marginal teachers
- Uncontrolled paperwork
- Politics supersede sound judgement
- Knowledge and understanding of day-to-day activities
- Too many directives/coordination of services

WEAKNESSES OF DETROIT PUBLIC SCHOOLS

Total Sample

05 - Communication among staff and management.

Examples:

- Failure to keep staff informed
- Lack of communication between school segments, not enough communication with administration
- Poor system-wide communication
- Poor communication within staff and management
- Process is poor
- Communication as a whole at all levels. It would deal with staff morale.

WEAKNESSES OF DETROIT PUBLIC SCHOOLS

Total Sample

06 - Curriculum - classes, vocational-technical offerings, programs.

Examples:

- Not enough emphasis on citizenship
- Instill pride and will to learn
- Go back to basics
- Non-uniform system
- Undue emphasis on "test scores"
- More educational field trips
- Curriculum development
- Specialized schools and programs
- Lack of remedial, gifted, advanced and innovative programs
- Job training courses
- Selection of courses offered
- Certified vocational classes
- More sports
- More time needed for new programs
- High school programs, especially basic programs
- Not a concentrated effort to teach citizenship, ethics, morals

WEAKNESSES OF DETROIT PUBLIC SCHOOLS

Total Sample

07 - Physical facilities - buildings, equipment, books, materials.

Examples:

- Lack of materials and texts
- Lack of materials (arts, books)
- Poor maintenance of buildings
- Keeping classrooms neat
- Need a better library
- Classroom equipment
- Bus ticket problems
- Gym for exercises
- Updating classes
- Improvement of music departments
- Restrooms
- Lack of attractive atmosphere, the rooms, desks

WEAKNESSES OF DETROIT PUBLIC SCHOOLS

Total Sample

08 - Public and community relations - government, business, other organizations and agencies.

Examples:

- Lack of responsible community organizational structure
- Don't get the active involvement of the economic factors in the community. People who could help us. People who could run for the board. Cross section of people who could bring strength to the board.
- Bureaucracy - administration and union
- Union dominance
- Politics/government
- Communication between schools and unions
- External pressures
- Unions provide too many restrictions
- Contractual agreements are out of synch with what we want to occur
- Poor relations with important groups
- Imposed restrictions of federal and state levels
- Labor union agreements do not encourage volunteer commitment to Detroit Public Schools

WEAKNESSES OF DETROIT PUBLIC SCHOOLS

Total Sample

09 - Security, safety, school climate.

Examples:

- Poor security
- School climate
- Staff and student uneasiness regarding security
- Perception of school safety

WEAKNESSES OF DETROIT PUBLIC SCHOOLS

Total Sample

10 - Student attendance, dropouts.

Examples:

- Dropout rate
- Too much absenteeism
- Student attendance
- Needs a workable plan for absenteeism and truancy
- Improve tardiness
- Lower than average student retention rate

WEAKNESSES OF DETROIT PUBLIC SCHOOLS

Total Sample

11 - Student achievement, performance, behavior.

Examples:

- Student conduct
- Unacceptable levels of student performance
- Lack of understanding by students
- Student apathy
- Student attitude
- Apparent inability to graduate majority of students with acceptable competencies

WEAKNESSES OF DETROIT PUBLIC SCHOOLS

Total Sample

12 - Organizational structure.

Examples:

- Reorganization
- Fragmentation of efforts and direction toward special education with reorganization
- Old fashioned structure, organizations and management
- The structure prevents those who are talented from being utilized.
- Centralization

WEAKNESSES OF DETROIT PUBLIC SCHOOLS

Total Sample

13 - Student concerns - local or specific.

Examples:

- Students given last consideration
- Limited experiences
- Stop mixing up the classes
- Have someone sit in on the classes periodically
- Suspend and exclude teachers as well as students
- Poor teachers
- Dress Code
- Lower the price of lunch, more selection on lunches, shorter lunch
- Have kids take an outside world class
- Self-discipline
- Family cooperation
- Strict rules
- Help seniors with senior dues, guiding seniors the right way

WEAKNESSES OF DETROIT PUBLIC SCHOOLS

Total Sample

14 - Teacher/student relations.

Examples:

- Teachers and students don't get along
- Teacher relations

RECOMMENDATIONS TO IMPROVE DETROIT PUBLIC SCHOOLS

Question:

If you could make three (3) recommendations to improve the Detroit Public Schools, what would they be?

Coding Scheme:

01 - Administration - management, leadership, planning, coordination, etc. Includes references to policies over which management has control such as hiring, supervision, attendance, homework, and other.

02 - Staff - general staff reference or specific reference to non-management.

03 - Funding

04 - Curriculum

05 - Student achievement and behavior.

06 - Public and community relations - parents, citizens in general.

07 - Organizational structure.

08 - References to business practices, running DPS like a business.

09 - References to giving control to constituents - students, parents, teachers, administrators.

10 - Physical facilities - buildings, equipment, books, materials.

11 - Change method of delivery, teaching methods.

12 - Public and community relations - government, business, other organizations and agencies.

13 - Improve morale - general.

14 - Security, safety, school climate.

15 - Building administration.

RECOMMENDATIONS TO IMPROVE DETROIT PUBLIC SCHOOLS

Total Sample

01 - Administration - management, leadership, planning, coordination, etc. Includes references to policies over which management has control such as hiring, supervision, attendance, homework, and other.

Examples:

- Quality of leadership in executive level positions.
- Improved process for selecting top level administrators.
- Remembering what business we are in and setting priorities accordingly.
- Improve the management skills of top level staff to include participatory management and better communication and coordination.
- Emphasize long-term planning and a change in plans only after careful coordination.
- Improve staff morale by providing incentives and recognition of persons performing best possible way.
- Accountability at all levels (staff).
- Fully implement curriculum reviews.
- Create useful, productive and meaningful positions, rather than to create positions that satisfy the whims of top level management.
- New ways be explored (consider ways that have worked already to develop improved ways of managing limited resources [people, supplies, facilities, etc.]).

RECOMMENDATIONS TO IMPROVE DETROIT PUBLIC SCHOOLS

Total Sample

01 - Administration - management, leadership, planning, coordination, etc. Includes references to policies over which management has control such as hiring, supervision, attendance, homework, and other.

Examples:

- In-service for all staff (special education included) in the essential elements of instruction and supervision. In addition, inservice to all staff in the criterion referenced assessment and instructions of curriculum to enable a wide variety of individual learning styles to be dealt with in the regular education classroom.
- Adhere to the organizational structure in reporting and in functioning internally.
- Pay equity, promotion ladder.
- Clarify the line and staff relationships including pupil personnel.
- Improve the line of communication and placement of staff so the organization works.
- Assure that an effective evaluation tool exists for all levels of staff, that it is used and that rewards and penalties are applied.
- Utilize staff in areas of expertise, as well as their extra abilities.

RECOMMENDATIONS TO IMPROVE DETROIT PUBLIC SCHOOLS

Total Sample

02 - Staff - general staff reference or specific reference to non-management.

Examples:

- Release staff who do not perform.
- Stronger evaluation of all staff and testing of all teachers in their subject area.
- Screen teachers for commitment.
- More male images in teaching field.
- Rate teachers on ability.

RECOMMENDATIONS TO IMPROVE DETROIT PUBLIC SCHOOLS

Total Sample

03 - Funding

Examples:

- Increase local millage. More adequate and stable funding.
- Better financial resources
- Reevaluation of budget. Money for curriculum education, not sports.
- Smaller class size.
- Lease part of School Center Building.
- Open middle school libraries.
- Reduce school size.
- Other ways of funding education programs other than property taxes.
- Improve financing - property taxes is the fairest. A way we could guarantee funds.
- Pursue/develop method of funding adequate to programs advocated.

RECOMMENDATIONS TO IMPROVE DETROIT PUBLIC SCHOOLS

Total Sample

04 - Curriculum

Examples:

- Redesign and strengthen curriculum at all levels (middle) for enhanced student learning.
- Unify curriculum.
- Underutilized Vocational Technical Centers. The curriculum should contain basic skills. Make sure Vocational Technical Centers are current with the job market.
- Development of a city-wide plan of action and implementation of it. Curriculum plan of action.
- Develop specialized programs for 9th graders (might go to school 12 months and Detroit Public Schools could provide special services and counseling for them.
- Develop standards at 3rd, 5th, and 8th grade levels to meet proficiency standards at those levels.
- Expand the magnet and alternative offerings. (Fine arts school - elementary and secondary levels.)
- Provide education for gifted.
- Emphasis on academics.
- More counselors explaining the reasons behind (ACT, S.A.T., and P.S.A.T.) tests.
- Not enough advanced placement classes.

RECOMMENDATIONS TO IMPROVE DETROIT PUBLIC SCHOOLS

Total Sample

05 - Student achievement and behavior.

Examples:

- Greater emphasis on student responsibilities, i.e., improvement in hourly attendance to classes in the high school, improve student performance.
- Parents assist students to master basic skills.
- Parents should come to school to see about student.
- Student and parent accountability.
- Respect for teachers by parents and students.
- Concentrate increasing resources (human, curriculum and physical) to upgrade the soplistication and quality of home environment through adult education and other strategies.
- Let students teach and counsel each other sometimes.
- Focus on student's ability to communicate, oral and written.

RECOMMENDATIONS TO IMPROVE DETROIT PUBLIC SCHOOLS

Total Sample

06 - Public and community relations - parents, citizens in general.

Examples:

- More parent and community involvement and support.
- Develop communication between parents and school.
- Massive education public relations commitment.
- Improve teacher image in the community.
- Coordination between community/Vocational-Technical Centers.
- Improve public perception of schools through improved public relations efforts from community and staff.
- Capitalize on our own strengths, bragging.
- Restore citizens faith in public education.
- Publicize special education program direction and projections and incorporate the same into system-wide planning efforts.
- Continue to increase resources to gain support of parents and students for vocational skills development.
- Develop a more effective public relations program.

RECOMMENDATIONS TO IMPROVE DETROIT PUBLIC SCHOOLS

Total Sample

07 - Organizational structure.

Examples:

- Recentralization
- Need to come into 21st century in way we are organized; process information and utilize the technology in our schools.
- Reorganize K-8, 9-12.
- Reorganization of large school units.
- Clarify and simplify the structure of the organization structure. (Now in a state of flux.)
- Revise the grade structure; have the students progress at their own rate.
- Dissolve non-productive departments.
- Year-round school.
- End all regions (area).
- Improve organization of each individual school.
- Streamline various departments.

RECOMMENDATIONS TO IMPROVE DETROIT PUBLIC SCHOOLS

Total Sample

08 - References to business practices, running DPS like a business.

Examples:

- Develop strong market package.
- Seek new market.
- Look at profit-making ventures.
- Change the governance structure. Staff spends time on issues not related to the heart of education. Organized similar to industry and university; meet too often as far as the board is concerned. Staff should be allowed to spend more time on education matters.

RECOMMENDATIONS TO IMPROVE DETROIT PUBLIC SCHOOLS

Total Sample

09 - References to giving control to constituents - students, parents, teachers, administrators.

Examples:

- Establish open forums for parents.
- Student conventions to evaluate and make recommendations.
- More non-black, minorities participate on advisory groups.
- Allow teachers to sit in on planning conferences/their input on how they teach classes assigned to them.

RECOMMENDATIONS TO IMPROVE DETROIT PUBLIC SCHOOLS

Total Sample

10 - Physical facilities - buildings, equipment, books, materials.

Examples:

- Provide a better learning environment.
- Kick out vandals.
- Periodic reports on discipline.
- Obtain equipment.
- Better meals for children.
- Improve learning surroundings.
- Have more computers.
- New school.
- Update books, building and equipment.
- Adequate furnishings.
- Enough books for students and teachers.
- Upkeep of the physical plant.
- Allot more money for teaching aids.
- Address physical plant, more emphasis on energy conservation.
- Update and expand facilities. Improve on what we have.
- Provide playground equipment for all elementary school.

RECOMMENDATIONS TO IMPROVE DETROIT PUBLIC SCHOOLS

Total Sample

11 - Change method of delivery, teaching methods.

Example:

- Develop an individual education plan for every student.

RECOMMENDATIONS TO IMPROVE DETROIT PUBLIC SCHOOLS

Total Sample

12 - Public and community relations - government, business, other organizations and agencies.

Examples:

- More positive media exposure.
- Avoid being pressured by news media.
- Intensify network of school systems throughout Michigan that would support and politicize the need for financial educational reform.
- Continuous relationship with the business facilities. We are a big business. We should pattern some of our managerial skills after big business.
- Union guaranteed wages/not job description.
- Dilute present Detroit Federation of Teachers contract by revoking the 6½ hour day.

13 - Improve morale - general.

Examples:

- Morale is bad.
- Improve teacher morale.

RECOMMENDATIONS TO IMPROVE DETROIT PUBLIC SCHOOLS

Total Sample

14 - Security, safety, school climate.

Examples:

- Safety in and around buildings, increase security.
- Prevent loitering in and around schools.
- More detectors and police.

RECOMMENDATIONS TO IMPROVE DETROIT PUBLIC SCHOOLS

Total Sample

15 - Building administration.

Examples:

- Discipline uniformly enforced.
- Have students adhere to rules and regulations.
- Better backup by supervisors.
- Suspension from high schools.
- Stronger discipline to enhance a learning environment.
- Respect the custodians.
- Enforce code of conduct.
- Teacher authority in the disciplining role.
- Better teacher organization at school year.
- Teachers have an opportunity to offer input in decisions affecting their jobs.
- Stricter discipline policies for students.
- Review children who failed to see if they should be put back into right grade.
- Independent study to determine effectiveness of administrative branch necessary to operate school program.
- Less classroom interruptions.

NEW GROUPS WHICH SHOULD BE SERVED

Board Members

- We do an adequate job of servicing K-12. Any other groups would depend on the budget.
- Senior citizens.
- Pre-school. The sooner we get them the better. Day care must be meaningful and not baby-sitting.
- Labor groups - auto plant service employee, public employees - could be done on Saturdays/evenings. Form a cooperative relationship with labor group to provide training.
- System has its hands full doing what we have to do. Possible adult retraining in cooperation with other agencies. Day care if funding exists.
- Single parents - basic skills and career development and retraining.
- Age 45-65. Mature adults and senior citizens.
- K-12.
- Single parent households needing parenting skills and support services. Pre-school and day care.

NEW GROUPS WHICH SHOULD BE SERVED

Executive Staff

- Retirees work as part-time professionals.
- Part-time from business and industry.
- Retraining of teachers.
- Expand pre-school, adult education for target subgroups.
- Adults - utilize vocational centers.
- Adult day centers.
- Two - three year olds (day care/pre-schools) provide training and staff development for groups of employees for specific purposes from business, industry, agencies, organizations.
- Pre-kindergarten group - heavily involved in day care.
- Do not expand to additional groups.
- Single parent families - major metropolitan area, need coping skills.
- Community school concept/life by learning concept.
- Multi-cultural groups. Refugees and migrants.
- Adults in various ethnic groups.
- Increase services offered to parents and families, e.g., computers used at home.
- Senior citizens.
- Unemployed persons, responsibility for providing technical skills.

NEW GROUPS WHICH SHOULD BE SERVED

Executive Staff

- Begin to focus on the unidentified community presenting our case of what ought to be happening. Present in a positive way openly. Massive group who don't speak for themselves.
- Group from 18-21 that drop out. Systematic training. Include parenting skills.
- People who find themselves with obsolete skills.
- Should explore offering free remedial adult services to that group of people currently taking remedial classes in community colleges. They shouldn't be paying for those kinds of classes.
- Retraining people in the skills they already have.
- Pre-schools, handicapped infancy through adulthood.
- Schools for adults to engage in continuous learning.
- Business and industry, unemployed and underemployed citizens. True school community concepts keep the schools open 24 hours a day.
- Explore providing vocational technical training to students in private...
- Early childhood education (pre-school) to extent feasible.
- Teenage dropout.
- We might expand on some of the groups we are working with, particularly the bilingual.
- Let's not be all things to all people. Students and their parents.
- Become more effective in the areas we are providing prior to expanding.

MAJOR FIVE YEAR GOALS

Board Members

- Computer literacy (all students should be).
- Establish alternative programs for potential dropouts.
- Truancy should be cut 100% - eliminate in school truancy.
- Upgrade curriculum we do have.
- Work for confidence of the community.
- Seek out tremendous staff leaders. Creative ideas.
- Basic skill.
- Career development.
- Funding.
- Improvement achievement (both basic and higher thinking skills) using effective schools research.
- Retention rate of students improved at all levels.
- Graduates develop a marketable skill.
- Continuous student improvement.
- Stabilization of enrollment 147,000 - stop truancy, dropout rate.
- Maintain the quality programs that we have.
- Stabilize the strategic planning department and make it ongoing. Select, plan staff on basis of good performance.

MAJOR FIVE YEAR GOALS

Board Members

- Upgrade the status and image of strategic planning. Interface with the management academy training and make the performance evaluation system much more effective.
- Assign staff where they can best serve the system.
- Better utilization of funds and personnel.
- Students and staff must become more global and knowledgeable of other languages and cultures.
- Find a different way to finance the school system other than property tax.
- Dramatically improve student achievement in measurable terms.
- Implement uniform exit criteria for every graduate.
- Improve staff morale by providing incentive for self-improvement.
- Improve academic achievement.
- Evaluation of entire organization structure (academic and management).

MAJOR FIVE YEAR GOALS

Executive Staff

- Student improvement in the basic areas.
- Student preparation for jobs. Improved relationship in the work place.
- Participatory management.
- Get beyond basic skills (higher order thinking, teaching aids).
- Self directed learning, self actualization, growing. Learning how to learn.
- Improvement in teaching, training.
- Graduate every student with acceptable proficiency.
- Every student that graduates - well developed thinking skills and problem-solving skills.
- Communicate to people so that people will feel comfortable in bringing students back to the school system.
- Improve student achievement.
- Provide more adequate and stable funding.
- Develop rating and removal systems that work.
- Achieve student productivity.
- Improve formal school leadership.
- Emphasize long term planning at all levels and careful consistent implementation of these plans. Avoid crisis management.
- Train staff at all levels, especially top management, to better perform the job responsibilities.

MAJOR FIVE YEAR GOALS

Executive Staff

- Improve quality and climate of all schools to avoid Cass/Ren syndrome.
- Develop strategies to get community more actively involved in the education process.
- Reorganize K-8, 9-12. Provide exposure to special subjects to elementary students, increase contact with students.
- Restore the citizens faith in public education. Restore public feeling that schools are viable and a special place where learning does occur.
- Make the school the center of activity for various services for community.
- Improve levels of communication.
- Establish accountability system that is consistent throughout the district.
- More practical job skills.
- Expand the tradition. Totally serve the community from 5-17. More aggressive in seeking new markets. Not traditional. Education doesn't stop at a given time period. Provide services across the board.
- Could see the system being involved in profit-making venture.
- Expand the school-community concept. Parents come to the building dentist, pediatrician. Collaborate efforts. People are providing services rather than drawing upon DPS funds or resources. Parents will come for other reasons rather than the children.
- Develop more secure learning environment.
- Develop teachers' abilities to motivate.
- Reduce our deficit to sustain the current level of pupil achievement.

MAJOR FIVE YEAR GOALS

Executive Staff

- Get into public relations area.
- Respect for public education - must become more aggressive in identifying their worth.
- Community resident can see evidence of our equal partnership, not just at millage time.
- Community school concept.
- Promote morale through safety and security.
- Develop feeling of ownership for every employee. Some people don't take their jobs serious enough.
- Develop strong, political community base in order to provide pressure on governments for adequate funding.
- System-wide recognition of special education goals and objectives. Centralized coordination of special education process and procedures.
- Work towards refinancing educational system.
- Intensify staff development.
- Coordinate educational planning with projections and strategic planning.
- Strengthen our delivery system related to basic skills.
- Improve salaries and fringe benefits to make us competitive.
- Reexamine what we can do with our limited resources.
- Keep our vocational-technical centers current related, program equipment, etc.

MAJOR FIVE YEAR GOALS

Executive Staff

- Retraining of staff.
- Get in forefront of technological age.
- Financial problem-solving to eliminate crisis management.
- Career incentives.
- Institute a program of global citizenship training for K-12.
- Continue the high school improvement programs in all ways.
- Continue emphasis on basic skills (listening). Emphasis on higher order thinking skill (analysis problem-solving, critical thinking).
- Provide adequate financial remedies.
- Provide adequate school climate for students.
- Improve student achievement with special emphasis on high school curriculum.
- Improve our financial status - millage in November. Increase state aid.
- Strengthen and streamline our administration. More effective leadership.
- Strengthen and streamline our staff and promote a higher order of pupil, teacher, parent interaction and relationship.
- Decrease dropout rate.
- Safe school environment.
- Strong business, community education, in partnership to support the goals of education.

MAJOR FIVE YEAR GOALS

Executive Staff

- Improve the basic skills of students and adults.
- Emphasize programs that promote rational, logical and common sense thinking, so that people see the importance and consequences of their actions, to react rationally rather than on gut level feelings.
- Strive to become more efficient in our information management and communication.
- Increase resources to expand adult education programs.
- Expand vocational offerings.
- Improvement of educational process.
- Make sure all students are prepared for careers and advanced educational opportunities.
- Examine the grade organization and the size of schools.
- Maintain and improve physical plan.
- Consolidate schools and make physical plant adequate to meet need of curriculum.
- Put in place a structured K-12 curriculum with goals, objectives and materials, etc.
- Determine personnel needs and in-service training system program for positions and teacher preparation.
- Eliminate racism, sexism, classism by in-service training.
- Upgrade science, mathematics and concepts technology in K-12.

MAJOR FIVE YEAR GOALS

Executive Staff

- Recognize outstanding services which have been rendered in improving quality of education.
- Expand the magnet and alternative schools.
- Continue to work upon the literacy of all students.
- Employ those means to keep students in schools successfully, e.g., retain 9th grade student with every means.
- Improve student attendance.
- Produce long-range financial plan, if possible.
- Utilize technology in our support services areas better.
- Improvement in total staff and work performance.

RECOMMENDATIONS FOR THE DEVELOPMENT OF THE DETROIT PUBLIC SCHOOLS STRATEGIC PLAN

Board Members

- Reporting back to the board, update.
- Support of business and labor leadership.
- A public school health plan. (A great deal of pregnant girls, isolated situations.)
- Little health information in schools. We have supportive data. The plan should be written in clear language and not in educational jargon. Updating of our schools' system of excellence. TV time on Channel 56.
- Identify problems which face the board. Categorize them, for example, staff performance. Technology. Look at new resources.
- Obtain board input.
- Present the plan. Board approves it. We should have some authority to implement it.
- Upgrading of teaching staff for the future.
- Commitment to carry out the strategic planning process.
- Present information in an informal way to encourage dialogue, reactions from the persons involved.
- Provide regular reports and updates to board members and an opportunity to interact at various steps, does not necessarily have to involve everyone.
- Development - implementation.

RECOMMENDATIONS FOR THE DEVELOPMENT OF THE DETROIT PUBLIC SCHOOLS STRATEGIC PLAN

Executive Staff

- Personnel forecasting.
- We are ready now. Data to establish goal.
- Work of the initial planning group is appropriately focused.
- Must have pragmatic application, become a living instrument. Done with action plans.
- Make sure the general superintendent and top level staff are totally involved in the development and implementation of the strategy.
- Make sure the board and other key constituents (parents, community, teachers, students and others) have appropriate input.
- Orient staff with strategic planning process.
- Provide sufficient time lines for task completion.
- Arthur Jefferson has to take direct leadership in decision-making. Eliminate repetitious discussion. Begin implementation and modify as needed.
- Phases of the plan must be related to the day-to-day operations in the areas within the schools.
- Most well trained personnel in the entire nation. How honest are we in the final analysis. Convinced we are legitimate in our efforts. Act upon the findings. The evidence is everywhere. The plan must be implemented and not just address issues or problems.
- Communication. What is it we want to do? Simple and readable.
- Don't permit the process to be so cumbersome that the strategic plan becomes inoperable.

RECOMMENDATIONS FOR THE DEVELOPMENT OF THE DETROIT PUBLIC SCHOOLS STRATEGIC PLAN

Executive Staff

- Focus upon needs assessment information from local schools as well as upon area and central. Coordination/communication between offices/ divisions as trends and area of impact are identified.
- Find out the state of the art. Now and then appropriate staff people are inserviced in forecasting and provide data and coordinate efforts.
- Share ideas presented.
- Be realistic in the establishment of priorities. Make sure some success is possible.
- Once adapted, adhere to it. (Strategic Plan)
- Help to clarify between performance review and strategic plan.
- Do not get bogged down in details. Keep it visionary, synthesizing of this data.
- Involvement of cross-section of responsibilities.
- Take out the goals from the divisions, offices, departments.
- Include a fair portion of strategic plan in adult education.
- Plan has to be the KISS principle. Keep it simple.
- Be sure all units feel they are a part of the plan and their input has been taken into consideration.
- Provide as much assistance as possible in working with various units, time and staff.
- Stay on track.

RECOMMENDATIONS FOR THE DEVELOPMENT OF THE DETROIT PUBLIC SCHOOLS STRATEGIC PLAN

Executive Staff

- Working conditions - unions.
- Should look at factors/changes that will have an impact on us beyond just five years.
- Collect ideas from all units for developing the plan. After developing the plan and adopting it, do in-service especially for principals.
- Check curriculum trends and new methods of delivery. Use the technology, television, telecommunications.
- We would hope that there is an expansion of alternative and magnet programs.
- Make sure that you isolate all items that impact on employee bargaining agreements so method can be resolved during negotiations.

RECOMMENDATIONS FOR THE DEVELOPMENT OF THE DETROIT PUBLIC SCHOOLS STRATEGIC PLAN

Principals, Assistant Principals and Other Area and Central Office Administrators

- Start with unit plans and move up
- Utilize the input of more than just the small sample you are presently planning on getting information from. This questionnaire should be com-completed by everyone.
- Input from all levels.
- Interview all administrators.
- Present steps appear to be in order.
- Follow through on plan as projected.
- Base it on the facts as they are, don't deny the realities that exist. The plan should be workable, given our given and projected resources, both human and material. Don't generate plans that will be impossible to implement because we don't have the people, time or money to possibly succeed.
- Field test before implementation.
- Extend the time for the unit plan from 2 years to 3, 4, or 5 years.
- A definitive "succinct" format which can be clearly understood and implemented by teachers and managerial personnel.
- If the DPS is "not" serious about this process, drop it.
- An informal staff is a supportive staff, additional information at the local level.
- Look at effective schools research.

RECOMMENDATIONS FOR THE DEVELOPMENT OF THE DETROIT PUBLIC SCHOOLS STRATEGIC PLAN

Principals, Assistant Principals and Other Area and Central Office Administrators

- Invite the participation of each part of the collective group to be honest and candid with their observations.
- Keep all units aware of progress.
- Only that it not become one "additional" document for schools (security plan, school improvement plan, guidance plan, community relations plan, etc.)
- Keep in touch with principals, they're the "Plan" makers.
- Build in periodic evaluation when implementation of strategic planning begins.
- Do plenty of public relations so that the public is aware of the plan and the fact that we are evaluating programs and planning for the future.
- Greater input from external sources.
- Make it short, but helpful and meaningful.
- Consider those of us on the "firing line".
- Be sure it is realistic.
- Input from staff that will implement plan decisions based from practical approach.
- I like the idea. "If you don't have a road map, you'll never get there." Do not make it too cumbersome, however.
- Keep it reasonable. Be on target.
- Special attention to local school professional staff.

RECOMMENDATIONS FOR THE DEVELOPMENT OF THE DETROIT PUBLIC SCHOOLS STRATEGIC PLAN

Principals, Assistant Principals and Other Area and Central Office Administrators

- Allow more instances of review at various stages. We need ownership from a lot of problems.
- More emphasis be placed on educational technology, improved teaching programs and practices rather than more plan writing by local school administrators.
- Ask the workers what needs to be done.
- Place qualified people in specific responsibilities without just moving bodies.
- Go slowly, don't respect past practices. Be consistent and when you are sure, share.
- A cross-section of board personnel be part. Include Black, White, Hispanic, contract and non-contract, experienced and inexperienced staff.
- Keep working. We need a plan especially with our declining enrollment.
- Be absolutely certain that all major stakeholders are truly involved.
- Have mercy on middle management. The jobs are getting more and more difficult each year with increasing demands, pressures and less assistance/support.
- Guard against the plan being just another overlay of self-serving, self-justifying, vested self-interest.
- Greater communication and cooperation.

RECOMMENDATIONS FOR THE DEVELOPMENT OF THE DETROIT PUBLIC SCHOOLS STRATEGIC PLAN

Teachers and Other School-Based Staff

- Lots of teacher input.
- Let's stop taking on all responsibilities. Another way of raising money for education.
- Get teachers working on it and listen to their concerns.
- I feel the whole community and the Board of Education should work together and things can come out good.
- Plan content needs more of a humanistic touch.
- Find out the major flaws in it and correct them as soon as possible.
- Carry this excellent plan through to completion.
- To have the community take a more authoritive approach about the project and to be more involved.
- Involve classroom teachers in the planning sessions.
- Take the concerns of those filling this out and do what those here want done.
- Pilot programs of 3-5 year length.
- Lean heavily upon questionnaire data.
- The budget.
- Support teachers in their efforts by providing more workshops and other ways to improve the quality of teachers. Make it a must.
- Look at model school system; bring in administrative staff and teachers who will serve as key people who will assist in the planning and implementation of this plan. Make sure the plan is implemented as suggested.

RECOMMENDATIONS FOR THE DEVELOPMENT OF THE DETROIT PUBLIC SCHOOLS STRATEGIC PLAN

Teachers and Other School-Based Staff

- Increased use of technical experts.
- Really use the ideas given to you in this questionnaire.
- Improvement in security, attendance and the job markets.
- If you do this, then implement it more than on paper. There are paper plans in every school.
- Starting at the elementary level, teach basics.
- City schools need more government funding for the above ideas mentioned.
- To give serious thought to the way this questionnaire is being rated (questions herein) by the majority of staff members.
- There should be more follow-up by the committee for further input by staff in the plan.
- High educational goals.
- Focus on future trends in terms of educational planning. Include computer education at all levels.
- When deciding class size, consider the abilities of students involved.
- Plan so that students are able to pass tests and get jobs.
- Emphasize workable solutions in addition to high but achievable goals, i.e., back up rhetoric with action.
- Plan in terms of human beings instead of numbers.
- Involve more school staff in curriculum matters.

RECOMMENDATIONS FOR THE DEVELOPMENT OF THE DETROIT PUBLIC SCHOOLS STRATEGIC PLAN

Teachers and Other School-Based Staff

- All level of participants should be on the committee: administrators, teachers, parents.
- Start off all planning with more organization. Try to consider everyone when making decisions.
- Implement staff members for each plan and instruct on school grounds as trial list.
- Try to get everyone as involved as possible to make the program successful.
- Be consistent.
- Provide for students not able to perform academically.
- Fenced in and locked parking areas.
- Include some teachers on your advisory panel.
- Get and use the input of the students.
- Sounds like a good idea to plan ahead. It is also very good to get outside ideas and comments.
- Extended surveys such as this one. Workshops and meetings for details.
- Identify one/two priority items and focus energy to achieve "realistic" goals.
- Set realistic goals and have periodic updates of the plan
- Include trips that may be taken while children are working on specific units. Remove some of the red tape involved with trips.
- Work closely with teachers and counselors for input as to the needs and improvements of students.

RECOMMENDATIONS FOR THE DEVELOPMENT OF THE DETROIT PUBLIC SCHOOLS STRATEGIC PLAN

Teachers and Other School-Based Staff

- Strive for competent teachers. Encourage more interest on the part of parents in their children's school work by having workshops on various subjects of importance.
- Develop and implement as soon as possible.
- Decide what it is that should be taught and let teachers have time and materials to teach. It is child's responsibility to learn. Place children with learning disabilities in classes where they can learn at their own rate. Make parents accountable for behavior problems.
- Solicit input from all sources available.
- Emphasize reading, math and writing.
- To have more uniform procedures and expectations at the various schools in terms of curriculum, attendance, etc.
- Survey current needs city-wide and establish steps from K-12 to meet the needs of the child entering the world of work in 12 years.
- To make realistic plans - enough money.
- Whatever it is, follow through with implementation across all lines.
- Try to help and communicate more with the children, to deter them from giving up on their education.
- The need for passage of millage and federal and state aid.
- Dump highly paid weak link administrators. Seek the articulate (not a friend or cousin).
- Develop at least 5 bilingual clusters with integrated instruction in two languages for English and non-English dominant students (Spanish, Arabs, Albanian, Polish, French, German).

RECOMMENDATIONS FOR THE DEVELOPMENT OF THE DETROIT PUBLIC SCHOOLS STRATEGIC PLAN

Teachers and Other School-Based Staff

- A variety of people from industry, politics, grass roots, etc., to be involved as well as school personnel.
- Students "first" priority.
- Five years is too long to wait.
- Instead of having two or three schools where high achievers attend, identify the high achievers in all schools.
- Personally interview staff at random.
- Committee made up of a cross-section of employee groups and consultants.
- The strategic plan people should personally talk to board employees at as many schools as possible.
- Everybody working together.
- Make the meeting open to the public or try and make the meeting fair; put on Channel 56. I hope you will include persons from all levels within the system to have some form or representation when you review results. When discussing problems, will they be available to give explanations and suggestions for improvement?
- A plan for dealing with staff absenteeism, supervisors in schools for visits.
- Do it honestly, no hands under the table. Remove reverse discrimination in future plans.
- Professional teachers, administrators and parents motivate and encourage students to achieve all goals and objectives in strategic plans.
- Update survey of schools throughout the five-year period.

RECOMMENDATIONS FOR THE DEVELOPMENT OF THE DETROIT PUBLIC SCHOOLS STRATEGIC PLAN

Teachers and Other School-Based Staff

- Involvement ongoing at the local school level.
- Try to find what the community (city) feels is important and incorporate it. There might result less resistance to millages, etc.
- Involve the staff, paraprofessionals, union representatives in discussions.
- All children should go to the school nearest to their own home and environment. It would help their behavior and help parent participation. Stop busing.
- Place emphasis on teacher needs as well as the students' deficits in obtaining educational excellence.
- Lower class size and provide relief from non-teaching duties. Adopt a curriculum for entire school district.
- Include as many recommendations from parents and community as possible.
- Use of census data, futurists visions and other (city plan, UCS, Bressers, etc.) data and adult education needs (before closing school buildings; previously, decisions based on K-12 situations only).
- Include a plan for the dissemination of the strategic plan to parents and staff (teachers).
- Involve persons who have successfully taught for years or are doing so currently. Board of Education members should be persons who have been directly involved in schools, teachers' aides, teachers-administrators, engineers, etc.
- If more of the school personnel function as Indians (working) rather than chiefs (supervising), we might do a great deal better.
- The first week should be devoted to classroom organization.

RECOMMENDATIONS FOR THE DEVELOPMENT OF THE DETROIT PUBLIC SCHOOLS STRATEGIC PLAN

Teachers and Other School-Based Staff

- No busing. Money wasted on busing could be used to better the students' education.
- Give students the opportunity to evaluate teachers periodically via a multiple choice questionnaire. Include such questions as, "Was this class interesting?" "Were your questions encouraged?" "Were explanations adequate?"
- Bring old buildings up to safe use. More preventive maintenance.
- Standards should be raised continually. Student dress code and codes of conduct must be enforced.
- We must start with a good support team for our teachers.
- The plan must be fully supportive of local school improvement planning with central and area staff emphasis placed on providing the necessary human and material resources to meet school identified needs for improving teaching and learning.
- Wider viewing of today's slide presentation, repeated viewing of today's slide presentation. Utilization of media resources for wider public viewing, e.g., possibly weekend before November 6 election.
- Continued input by administrators, staff, parents, students, on a regular basis - communications, etc. Let persons know about questionnaire, what's to happen next, etc. Find out who would be interested in serving on committee from staff people. This sounds like a very important aspect in improving Detroit as a school system. Begin "yesterday" and not "tomorrow" in implementing the committee.
- This sytem is large. Look at some other large cities that have been more successful. New and different ideas should be welcome. Our students must be able to read, fill out a job application, spell, add, alphabetize, manage family skills and a hundred other things or all of us from the top on down have failed.

RECOMMENDATIONS FOR THE DEVELOPMENT OF THE DETROIT PUBLIC SCHOOLS STRATEGIC PLAN

Teachers and Other School-Based Staff

- Back to basics.
- Study the demographics of the city and plan schools programs according to the needs.
- Revise schools' curriculum.
- Take time to talk to the students themselves to see what they think about their schools, teachers, environment, etc.
- Parents should be asked to participate in the planning. A broad media coverage after its completion to make the public aware.
- The children study for tests and not two days before the teachers spring test on them.
- Attendance procedure plan (attendance must improve).
- Involve the bargaining units in their respective areas.
- I think if teachers could have more input, or feel more of a part of the system, this would result in wanting and producing a better quality education for Detroit youngsters.
- I would like to see continuty of education and teaching throughout the system. We should not have to stand in line to enroll our children in an open or gifted school because the neighboring schools do not offer the same QUALITY of education. Our children are losing an awful lot of time due to the busing program.
- I think the plan has been very carefully developed to this point, therefore, implementation is needed to test for weaknesses.
- Make sure that no plans are redundant. Evaluate existing plans and curriculum(s) that are not achieving what it was intended to achieve.

RECOMMENDATIONS FOR THE DEVELOPMENT OF THE DETROIT PUBLIC SCHOOLS STRATEGIC PLAN

Teachers and Other School-Based Staff

- Make sure it is not obtuse and that it does not add to the overall paperwork load.
- Coordinate with the school achievement plan, use the school community relations department adequately, and please let this be the plan that works.

SECTION E
COMMUNITY RELATIONS

TABLE OF CONTENTS

PART III POLITICAL

SECTION E COMMUNITY RELATIONS 3

SCHOOL COMMUNITY RELATIONS STAFF

PARENT SCHOOL RELATIONS 9

84-E-1 PARENT SCHOOL RELATIONS IN DETROIT 10
JUNE, 1984

84-E-2 DEGREE OF PARTICIPATION 13
IN PARENT TEACHER CONFERENCES
1979-89

84-E-3 NUMBER OF PARENTS AND COMMUNITY RESIDENTS 14
INVOLVED IN VARIOUS ACTIVITIES
1979-89

84-E-4 NUMBER OF CERTIFIED LSCOs 15
1979-89

84-E-5 NUMBER OF REGISTERED VOLUNTEERS 16
1979-89

COLLEGES AND UNIVERSITY RELATIONS

BUSINESS AND INDUSTRY RELATIONS

MEDIA RELATIONS

SECTION E COMMUNITY RELATIONS

PART III POLITICAL

SECTION E COMMUNITY RELATIONS

OVERVIEW

The Detroit Public School System has been and continues to be committed to maintaining community involvement. The primary purpose of the DPS school community relations program is the development and maintenance of effective partnerships between all schools and their communities. These partnerships are supported by ongoing activities and structured programs that enable those interested in schools to work together to improve student achievement, the quality of school life, and the overall educational well-being in the community.

School Community Relations Staff

At present, there is a school community relations administrator assigned to each area. The areas are also serviced by school community agents, the number of which is related to the eligible Chapter 1 students.

During the school year 1982-83, as part of the administrative reorganization, the School Community Agents were centrally funded by Chapter 1 so they could offer service to Chapter 1 target students and families across the city. Agents were redeployed into all administrative areas and given multiple, Chapter 1 school assignments. The purpose of the redeployment was to provide more extensive assistance to parents and community across the district. The services offered include assistance with local school community councils (LSCO's) and area school community councils (ASCO's), leadership training, information sharing and clarification, conference planning and other similar activities. Parent respondents to an evaluation of the services provided by agents indicate that all were "Quite Satisfied" or "Very Satisfied."

School Community Relations Administrators and School Community Agents are instrumental in strengthening the partnership between schools, parents, and community. Certain activities such as the DPS newsletter, the public information radio series, the city-wide parent rally, the school volunteer program, the minister forum, etc. focus on improving the flow of information between the school system and parents and community.

Parent School Relations

In February and March, 1984, a Parent-School Relations Questionnaire was administered to 5,219 parents of children attending Detroit public schools. The major purpose of this study was to identify areas of strength and of weakness in parents' relations with their children's schools.

The results clearly support conclusions that 70% of all parents rate their child's school "good" or "very good" overall, and less than 5% rate it "poor." Other conclusions about Detroit school parents which are supported by questionnaire results are as follows:

1. Most parents judge their child's school to be a good school on the whole.
2. Although most parents feel that the amount of homework assigned by their child's school is about right, about one of every three feels that not enough homework is assigned.
3. Most parents are satisfied with how well their child's school does in maintaining good discipline.
4. Although most parents feel students and staff are safe in their child's school, a substantial number, one of every six, consider them unsafe.
5. More than 80 percent of all parents know only a little or nothing about the school system's vocational technical centers and their programs.
6. About one-third of all parents receive no information about meetings of the Detroit Board of Education.
7. Approximately two-thirds of all parents do not know about the procedure for handling parent/community concerns related to Detroit schools.
8. While the majority of parents were inclined to approve the school millage proposal in April, more than one in three were undecided as to how they would vote when they completed their questionnaires.
9. About 30 percent of all parents feel that their current school year relations with their child's school are better than their relations in the preceding year; nearly all others feel that relations are about the same.
10. While most high school students' parents are satisfied with their relations with the high schools, generally they are more likely to be dissatisfied than are parents of elementary and middle school children.

SECTION E COMMUNITY RELATIONS

College and University Relations

The Detroit Public School System has established several relationships with Michigan colleges and universities. These relationships are monitored and evaluated by DPS staff and the cooperating institution to assure quality and effectiveness to the clients being served.

Efforts are underway with New Detroit, Ford Foundation and other groups to create a Detroit Public Education Fund which would provide financial and other supportive resources to support DPS. Efforts to establish long term partnerships with higher education institutions, business, labor, and industry are underway.

Data from the five large universities show that six (6) programs were in operation five years ago as contrasted to 24 programs operating in 1984-85. Based on the trend, the number of collaborative programs with universities or colleges will at least double in the next five years through joint efforts such as the UM-DPS Symposium held on June 20, 1984. Histories of past collaborative efforts between various organizations suggest that collaboration is extremely difficult. It is often short-lived, and requires fine tuning. Some of the cooperative relationships with colleges and universities are listed below:

College or University	Number of Programs	Services (scholarships)
University of Michigan	5	
Wayne County Intermediate School District	3	
Dearborn and Ann Arbor Campus, University of Michigan	2	
Wayne State University	9	
Michigan State University	2	
University of Detroit	2	
Marygrove College		1
Interlochen Arts Academy		1
Blue Lakes Fine Arts Camp		1
Detroit Community Music School		1
Oakland Community College	1	
Western Michigan University	1	
Center for Creative Studies		1
Total	24	5

SECTION E COMMUNITY RELATIONS

Business and Industry Relations

The New Directions partnership development effort has not been officially assumed by any department and/or persons since the departure of the administrator in June, 1984.

The Vocational Educatiion staff continues to coordinate the few partnership programs in place (Burroughs, WSU-Collge of Engineering, Randolph House GM-Fisher Body) with the assistance of other Curriculum Departments (particularly math and science). Some partnership development work is being carried on by the New Detroit Vocational Technical Center Support Task Force but communications with that task force have not been systemmatic. A coordinated partnership development and maintenance effort is clearly not in place as it once was. The following is a current list of educational linkages with business and industry.

1. The Detroit Area Pre-College Engineering Program (DAPCEP)
2. The Advanced Academic Preparation Program (A^2P^2)
3. The Detroit Training and Placement Center
4. The New Detroit Task Force for Vocational Technical Centers
5. The New Directions Partnership Programs

Media Relations

Materials not received.

SECTION E COMMUNITY RELATIONS

Issues	Implications
1. The number of parents participating in parent teacher conferences has remained fairly constant.	DPS staff needs to make concerted efforts in order to increase parental participation in parent teacher conferences.
2. The number of parent and community residents involved in various activities increased from 1979 to 1983 and then declined during the 1983-84 school year.	Concerted efforts should be continued to involve all segments of the community in school related activities.
3. The number of certified Local School Community Organizations (LSCO's) has decreased since 1979-80; however, the certification occurred under different auspices. Prior to 1982-83, the City-Wide School Community Relations Council (CWSCRC) granted certification based on criteria developed by CWSCRC and visits made by CWSCRC members. Certification for the school years 1982-83 and 1983-84 was granted by DPS based on recommendations of the Area School Community Relations Administrator and the Area Superintendent.	Certification of LSCO's is being granted by the Detroit Public Schools based on the revised guidelines in the School Community Relations Policy and Procedures for the '80's adopted by the Board of Education in August, 1984. The implementation of the procedures related to the Policy for the '80's should be monitored on a regular basis in order to assure full citizen participation.
4. The number of volunteers has increased regularly over the last five years. Prior to 1982-83, the records of volunteers were kept only by the Coordinator of the School Volunteer Program. Most registered volunteers called the School Community Relations Office or made contact with the Coordinator. During the 1982-83 school year, Area School Community Relations Administrators and School Community Agents registered volunteers at the local school and area levels. The increase during 1983-84 indicates the payoff in improved record-keeping for volunteers.	Develop a more structured outreach to register volunteers. Many persons volunteer within DPS. An assertive approach must be utilized to ensure that all volunteers are registered and recognized.

SECTION E COMMUNITY RELATIONS

Issues	Implications
5. A systematic method of communications between the district and its ever expanding external publics which promotes active involvement of those publics in school related programs.	Develop a district-wide parent support network to disseminate information about the Detroit Public School System. Intensive outreach programs to involve other non-profit and community-based agencies and organizations in public education endeavors.
6. An assertive program of parent and community involvement is needed in order to provide meaningful support for students.	Full implementation of the School Community Relations Policy and Procedures for the '80's is needed in order to achieve the seven (7) major goals.
7. Parents are less satisfied with their relations with high schools than they are with their relations with elementary and middle schools. More than 80% of the parents know little or nothing about the vocational technical centers.	The Detroit Public Schools (DPS) should communicate essential information to parents on a continuous basis. Some ways DPS might improve communications at the high school level are as follows: 1. Encourage more active participation of parents in planning and decision making; 2. Increase media relations as they relate to high schools and vocational technical centers; 3. Use television (cable, when it arrives) to bring school board meetings and high school and vocational technical center activities into homes; 4. Develop a DPS television program to help parents, students, business and industry understand the issues facing education; and 5. Promote cooperative efforts between Area G and the Office of School Community Relations in developing effective strategies for improving high school relstions with pa[illegible]nts.

PARENT SCHOOL RELATIONS

84-E-1

PARENT SCHOOL RELATIONS IN DETROIT

JUNE, 1984

Question 3. On the whole, how would you rate your child's school?

Percents of Responses

Area	Very Good	Good	Fair	Poor	Very Poor
Total City	24	46	26	3	1

Question 4. How do you feel about opportunities to attend school meetings of parents and other community people (such as meetings of the PTSA, an advisory committee, or the Local School Community Organization)?

Percents of Responses

Area	Satisfied	Dissatisfied	Unable to Answer
Total City	64	6	31

SOURCE: Department of Evaluation and Testing, Office of Instructional Improvement, Detroit Public Schools, June, 1984

Question 9. During 1983, did you ever call or visit the school to ask for information, advise, or assistance?

Percents of Responses

Area	Yes	No
Total City	72	28

Question 14. How do you feel about the amount of homework assigned by the school?

Percents of Responses

Area	Not Enough Homework Assigned	Amount Assigned About Right	Too Much Homework Assigned
Total City	35	63	2

Question 16. How safe do you feel students and staff are at school?

Percents of Responses

Area	Very Safe	Quite Safe	Quite Unsafe	Very Unsafe
Total City	17	66	13	4

Question 17. How much do you know about the Detroit Public Schools' vocational/technical centers and their programs for high school students?

Area	Percents of Responses		
	A Lot	A Little	Nothing
Total City	14	55	31

Question 18. How much information do you receive about meetings of the Detroit Board of Education?

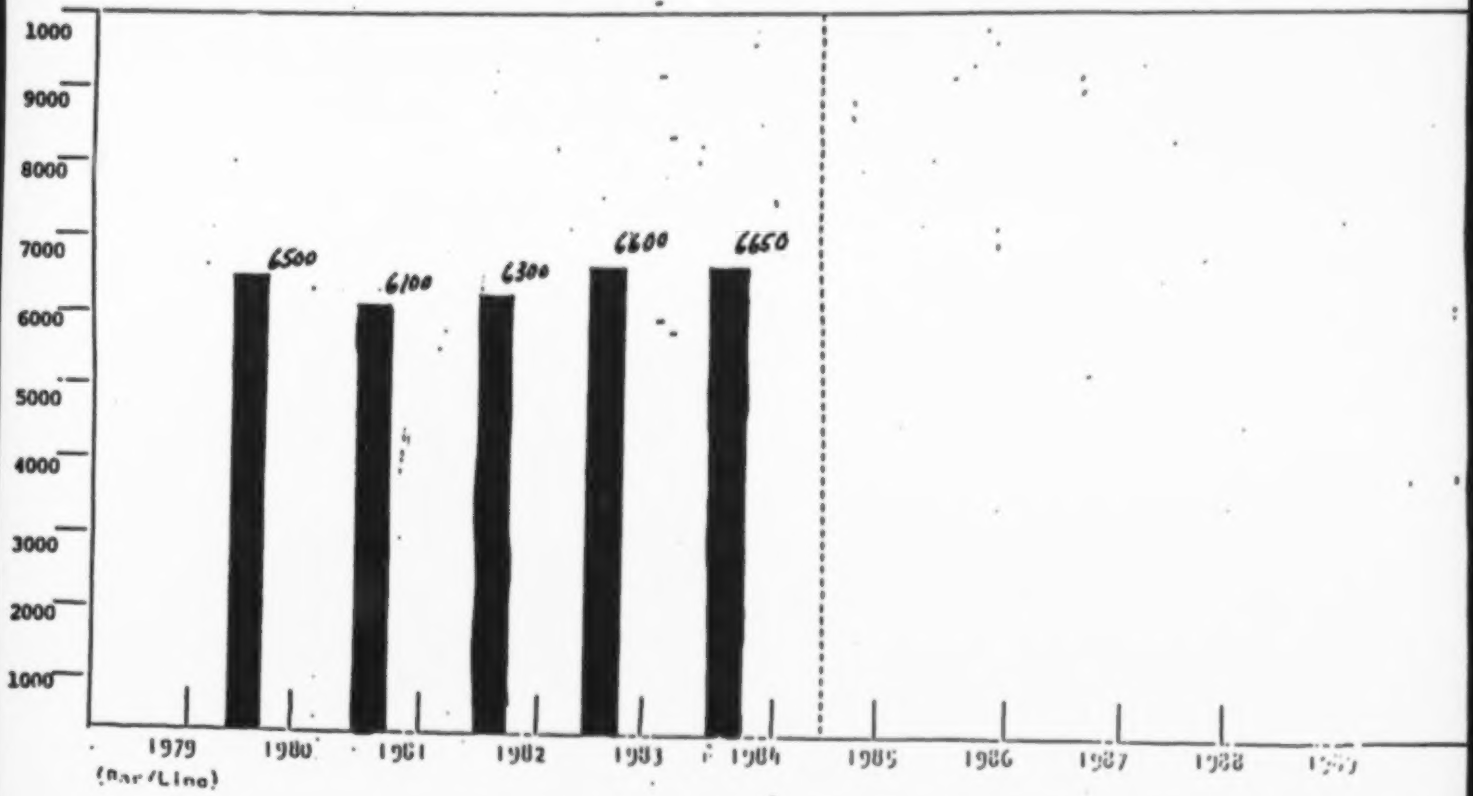
Area	Percents of Responses		
	A Lot	A Little	None
Total City	19	48	33

Question 19. Do you know about the procedure for handling parent/community concerns related to Detroit schools?

Area	Percents of Responses	
	Yes	No
Total City	35	65

FIGURE 84-E-2

DEGREE OF PARTICIPATION IN PARENT TEACHER CONFERENCES 1979-89

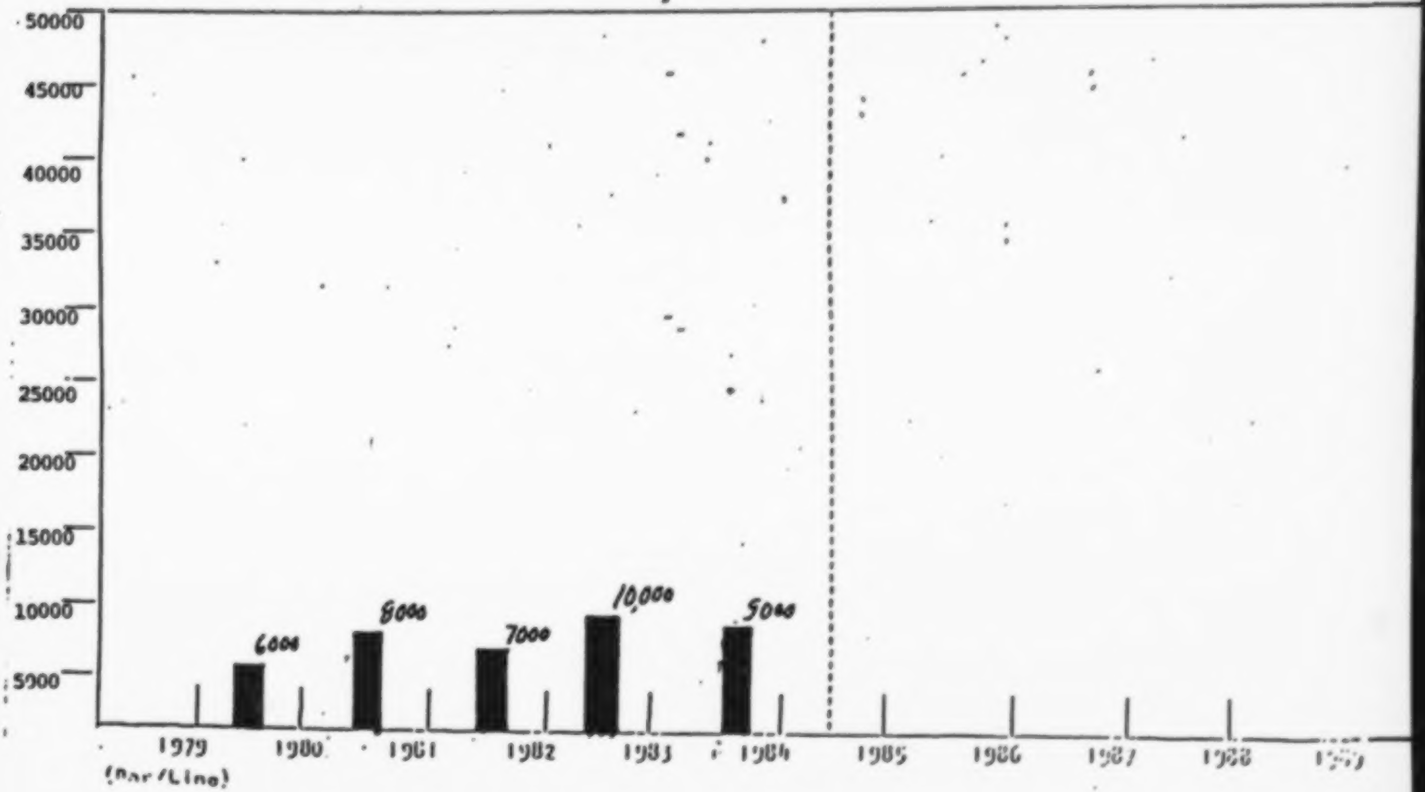


SOURCE: Office of School Community Relations, October, 1984

E-

FIGURE 84-E-3

NUMBER OF PARENTS AND COMMUNITY
RESIDENTS INVOLVED IN VARIOUS
ACTIVITIES 1979-89

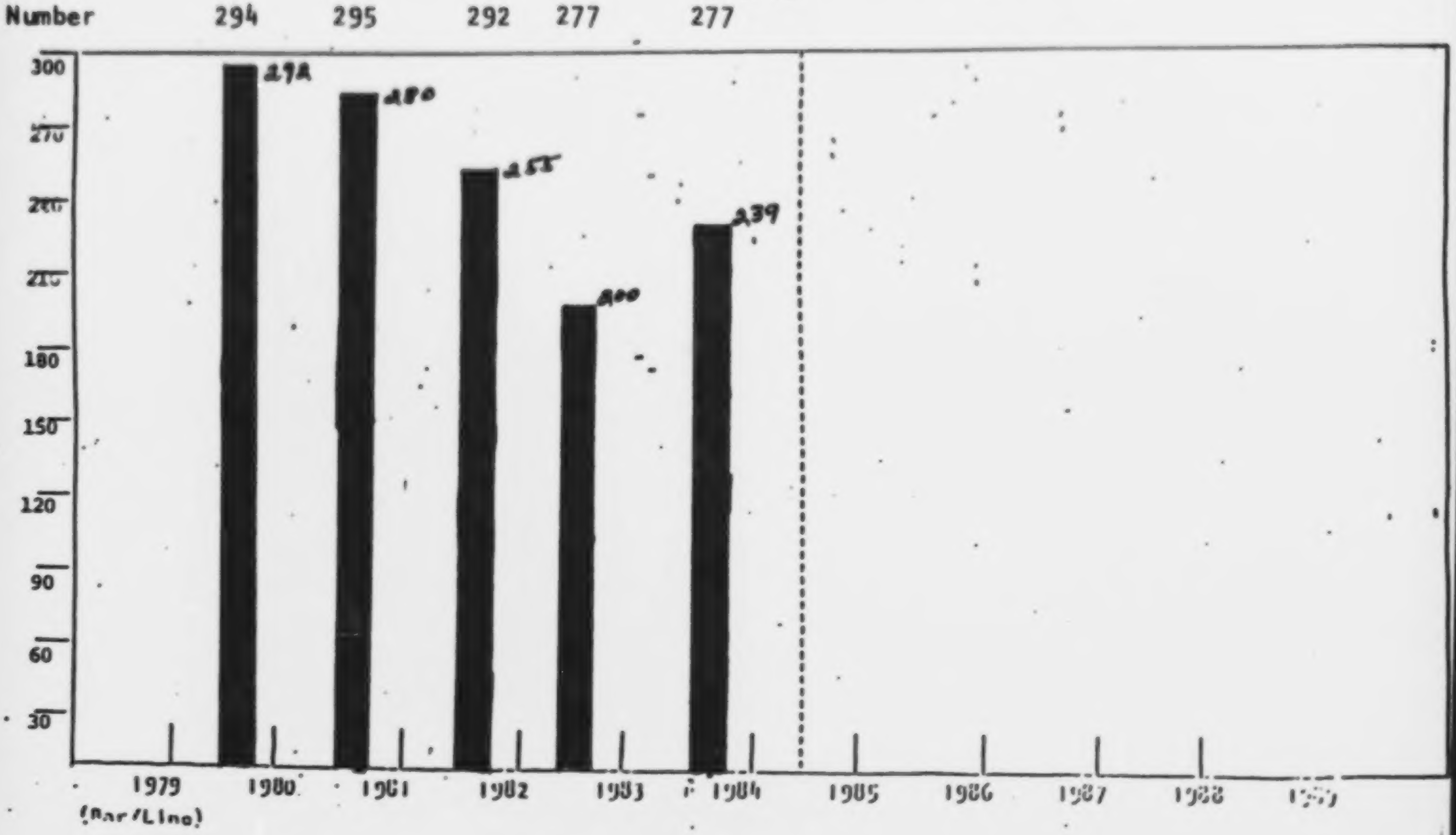


SOURCE: Office of School Community Relations, October, 1984

NOTE: Activities include roundtables, inservice training, open houses, parent rallies, and city-wide and area events.

FIGURE 84-E-4

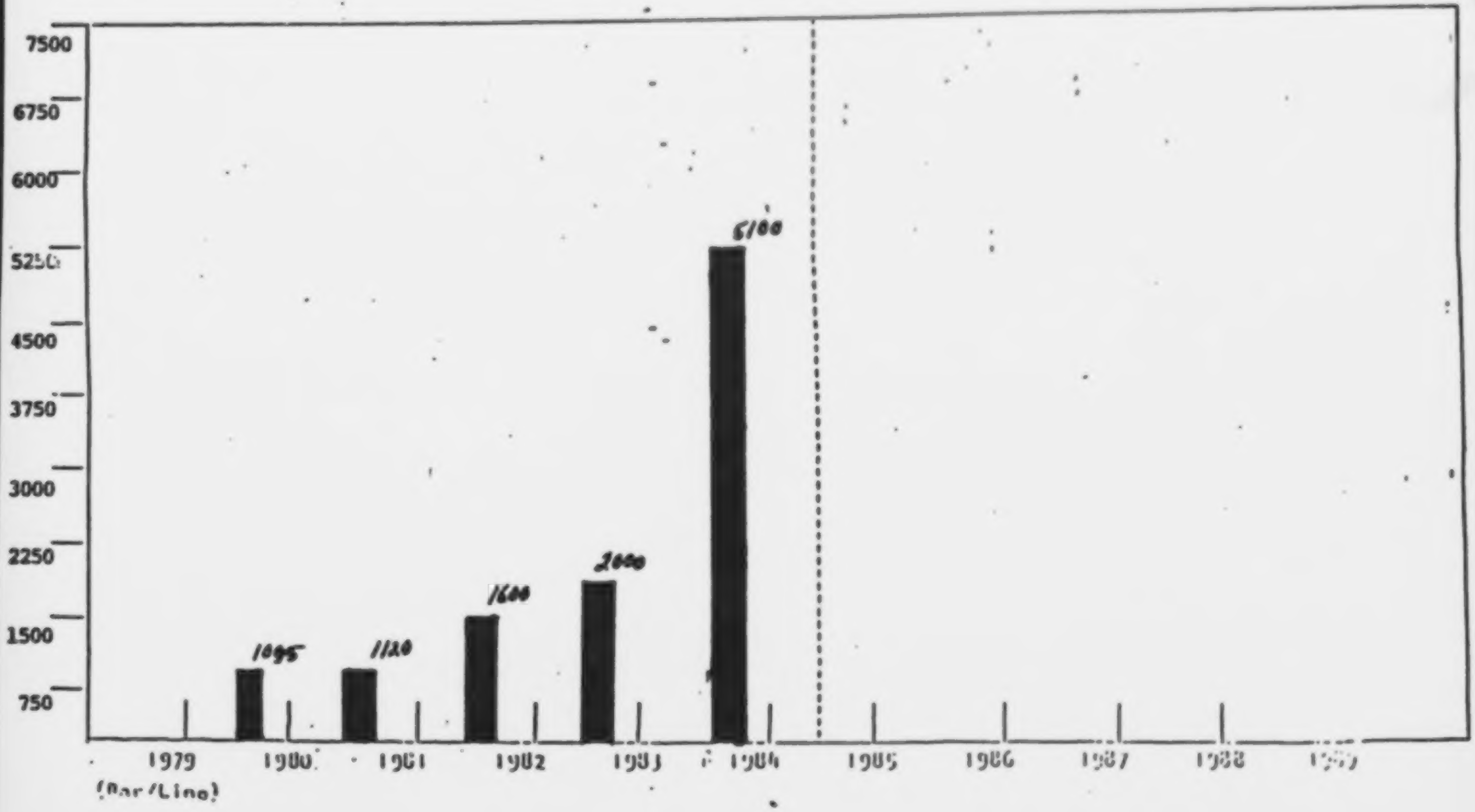
NUMBER OF CERTIFIED LOCAL SCHOOL COMMUNITY ORGANIZATIONS
1979-89



SOURCE: Office of School Community Relations, October, 1984

FIGURE 84-E-5

NUMBER OF REGISTERED VOLUNTEERS
1979-89



SOURCE: Office of School Community Relations, October, 1984

SECTION E COMMUNITY RELATIONS (SUPPLEMENT) - - PUBLIC AFFAIRS AND MEDIA RELATIONS

OVERVIEW

The function of the Public Affairs and Media Relations Office is to serve as liaison between the Detroit Public Schools and the media - local, state and national. This office describes and/or interprets school district programs, activities, goals and policies, promotes a positive image for the school district, and assists staff with public relation activities. The office is charged with both internal and external communications.

Since January, 1983, the Public Affairs and media Relations Office, staffed by one professional and one secretary, has been responsible for the following: External Communications

1. Maintain contact with representatives in the print and electronic media;
2. Distribute news releases and public service announcements to the print and electronic media on current issues in the Detroit Public Schools;
3. Schedule media and interview appearances for key staff as appropriate;
4. Set up news conferences to inform the media about key issues in the school system;
5. Maintain availability to the news media on a seven-day and 24-hour basis when news is breaking, such as school closing, strikes, inclement weather and other situations where a story is evolving;
6. Serve on public relations committee which require representation from the school system; and
7. Notify all media, employee organizations and other school-interested groups of all regular, special and committee meetings of the Board that are open to the public.

Please note: These materials were received too late to be included in the original section.

SECTION E COMMUNITY RELATIONS (SUPPLEMENT)

Internal Affairs

1. Keep a news clip file. (Schools in the News) on articles written about Detroit Public Schools and education in general. This is on file in the Public Affairs Office for use by all staff.
2. Disseminate to key staff members materials to assist them with public relations efforts. Materials include information on developing news releases, what stories the media considers newsworthy, etc.
3. Assist local school personnel in making media contacts upon request.
4. Disseminate to staff a form soliciting local school staff to tell about "good news" stories. This enables activities that otherwise might go without coverage. In addition, it is useful when a reporter calls to find a location where a teacher is doing something noteworthy for millage, Thanksgiving, Martin Luther King's birthday, etc. to have some specific schools to recommend.
5. Send news releases and public service announcements to key staff members.
6. Disseminate a monthly calendar of events to key staff.
7. Serve on committees which sponsor city-wide events such as the Boblo Moonlight Cruise committee, the Parent Rally Committee, the Black College Fair Committee, etc.
8. Participate in the millage campaign.
9. Maintain and disseminate to key staff a set of Fact Sheets on federal, state and local programs.
10. Arrange for photographic services upon request.

SECTION E COMMUNITY RELATIONS (SUPPLEMENT)

During 1984-85, the aforementioned services and activities are being maintained. In addition, the following activities are underway:

1. The development of a series of public service announcements for television and radio to coincide with:
    - Student Art Exhibit at the Detroit Institute of Arts, March
    - Career Awareness Fair, March
    - Evening of Fine Arts, April
    - All-Schools Dance Concert, April
    - Volunteer Recognition, April/May
    - Boblo Moonlight Cruise, June
2. The updating of a file of photographs and biographies for Board members and Executive Staff.
3. Establishing a file of slides/photographs of DPS school activities to be sent to weekly and community newspapers.

Some areas to be addressed if additional professional staff were available include:

1. Inservice training of staff in the area of public relations, handling crisis situations, writing press releases, etc.
2. Development of a television show (TV 56) to air four times during the school year highlighting current DPS activities.
3. Publication of a DPS newsletter.
4. Planning specific activities for the 1985-86 and 1986-87 school years based on projected activities and needs of the school district.
5. Planning for the future including the changes in the environment.

SECTION E COMMUNITY RELATIONS (SUPPLEMENT)

ISSUES	IMPLICATIONS
1. In times of crisis situations in the schools, principals, staff and students need to have a plan of action for talking to the media.	Training students and staff to respond to crisis situations in the presence of media persons makes them more confident, gives the media a story and helps improve the image of DPS. Without training, many people are not sure what to say or do. This damages the DPS image.
2. The frequency of good news stories is high. Because staff are not sure of what is newsworthy, many events are not brought to the attention of the media. A one-person shop cannot research every story.	Develop a kit of materials to train area and school staff to identify a newsworthy story and to make the appropriate media contact(s). The Public Affairs Office should serve as a clearing house. This would allow maximum coverage of DPS activities.
3. Education and DPS are suffering from a poor image.	DPS, in order to improve its image, should finance a campaign to promote the "good" within the school system. Through developing a slogan, logo, psa's, to run on radio, TV, etc., a positive picture could be established in the mind of the public rather than waiting for the media to do it for us. This effort could be supported by partnerships with the private/business sector.

SECTION F

LABOR, LEGAL, AND LEGISLATIVE AFFAIRS

TABLE OF CONTENTS

SECTION F LABOR, LEGAL, AND LEGISLATIVE AFFAIRS 1

LABOR AFFAIRS

84-F-1 14

LEGAL AFFAIRS

84-F-2 16

84-F-3 17

LEGISLATIVE AFFAIRS

84-F-4 20

LABOR, LEGAL, AND LEGISLATIVE AFFAIRS

SECTION F LABOR, LEGAL AND LEGISLATIVE AFFAIRS

OVERVIEW

Labor, legal and legislative affairs impact upon the school system in many ways which either enhance or restrict effective operations, productivity and student outcomes. Equal employment opportunities are highly interrelated with these areas.

Labor Affairs

One of the main functions of the Office of Labor Affairs is to hear grievances that have been appealed to the level of the General Superintendent. Practically all of the seventeen bargaining units have articles in the Agreemments enabling the organizations to appeal grievances to the General Superintendent, the Board of Education and ultimately to arbitration. With some bargaining units there are as many as five preliminary steps before an issue is submitted to arbitration.

There is a significant decline in the number of grievances appealed to the General Superintendent and ultimately to arbitration over the last two calendar years. No conclusions have been offered at this time as to what caused this decline.

It is believed that since the Board of Education has approximately 19,877 employees belonging to Unions, the limited number of grievances appealed to the General Superintendent and the small number submitted to arbitration indicate that the procedures for settling employees' complaints are effective. Additionally, it demonstrates that supervisors involved in the grievance process on the lower levels appear to have a high degree of understanding of management's role in employee/employer relations.

SECTION F LABOR, LEGAL AND LEGISLATIVE AFFAIRS

The Office of Labor Affairs has identified the following toublesome contractual provisions that limit the ability of DPS to manage well:

1. Detroit Federation of Teachers
   - A. Article VII - School Day
     Part B - Teachers' Meetings
     Part C - Clock Hours
     Part G - Lunch Period
   - B. Article IX - Pupil Report Card Marks
   - C. Article X - Parent Teacher Conferences
   - D. Article XII - Personnel Assignments
     Part D - Transfer of Teachers (Certification/Qualification)
     Part F - Teacher Layoff and Recall
   - E. Article XIII - Records and Files
     Part D - Tenure
     Part E - Competence: Assistance and Reporting
   - F. Article XV - Leave Policy
     Part B - Sick Leave
     Part D - Appeal of Board Medical Office Decisions
2. Organization of School Administrators and Supervisors Section 4.3 - Administrative and Supervisory Evaluations
3. International Union of Operating Engineers
   - A. Article XI - Layoff and Recall Procedure, Parts C, D, E
   - B. Article XII - Employment, Transfers and Promotions, Section 1, Part A; Section 2
   - C. Article XIII - Classification of Buildings for Staffing Purposes, Sectios 1 and 4

Legal Affairs

Settlements are recommended when it appears that the school district will save money by avoiding trial.

Several factors influence both the advisability and the amount of a settlement. They are as follows:

1. The risk of an adverse jury verdict;
2. The amount of the Wayne County Mediation Tribunal evaluation;
3. The institutional demands of the Wayne County Circuit Court system;
4. The Board of Education's financial picture; and
5. The cost of preparation for and going to trial.

Michigan law crrently provides that governmental agencies, including school districts, are immune from liability for torts (wrongful acts or omissions) committed in the exercise of a governmental function. This state statute has become increasingly unpopular in recent years and there are several statutory and judicially-created exceptions to immunity. Among the most important are:

1. Dangerous or defective conditions of buildings
2. Negligent operation of vehicles
3. International torts

Governmental immunity is constantly being challenged in Michigan Courts. Currently, there are several cases pending before the Michigan Supreme Court. If the Court should decide that governmental immunity is unconstitutional or if the Court creates another significant exception to immunity, the results could have a significant adverse impact on our position in future litigation.

During the last three fiscal years, settlements have totaled over $2 million dollars and the number of cases for 1982-83 increased from 36 to 45 in 1983-84.

Following is an analysis of the types of cases in which the Detroit Board of Education paid out money for the last three fiscal years.

ASSAULTS (by employee)
Amount paid out (1981-84): $280,000
Number of cases paid: 19

These cases range from excessive use of corporal punishment to child molesting. The typical case falls into the corporal punishment category and the injuries are relatively minor.

ASSAULTS (by student or outsider)
Amount paid out (1981-84): $629,150
Number of cases paid: 21

These cases range from fist fights between students to injuries caused by weapons. The typical case involves minor injuries and is settled for a relatively small amount. One case which was tried and lost resulted in a $533,000 judgment. The student was shot by a fellow student and rendered a paraplegic. The jury awarded $800,000 to the student, but reduced that amount by 50% to account for the student's own negligence. The remaining $133,000 was interest on the award.

BUILDING DEFECTS (BURNS)
Amount paid out (1981-84): $400,553.01
Number of cases paid: 8

These cases almost always involve very serious injuries of a permanent nature. Five cases resulted from chemical burns received by participants at a Board-operated summer camp. The amount of $201,250 paid out in those cases was the amount paid out in addition to the limits of the insurance policy. The significance of these cases being classified as "building defects" is that such a classification brings them within one of the major exceptions to governmental immunity. Courts have denied our motions for dismissal where the plaintiff has been able to allege that his or her injury was due to a dangerous or defective condition of our buildings or premises. In most cases, there is no other viable defense.

BUILDING DEFECTS (GLASS)
Amount paid out (1981-84): $14,650
Number of cases paid: 4

These are injuries caused by broken plate glass in doors or showcases in schools.

BUILDING DEFECTS (GYM)
Amount paid out (1981-84): $58,000
Number of cases paid: 6

These are injuries involving use of gym equipment or facilities.

BUILDING DEFECTS (PREMISES, MISCELLANEOUS)
Amount paid out (1981-84): $36,416.73
Number of cases paid: 8

These are injuries resulting from broken fixtures or other dangerous conditions on school property.

BUILDING DEFECTS (SHOP ACCIDENTS)
Amount paid out (1981-84): $123,000
Number of cases paid: 5

These injuries resulting from unsafe conditions in vocational education classrooms and shops. Nearly all of them occurred on power machinery from which safety guards had been removed.

BUILDING DEFECTS (SLIPS AND FALLS)
Amount paid out (1981-84): $185,920
Number of cases paid: 20

These include falls in school and on the ground around schools. The most serious and most expensive generally involve icy sidewalks or parking lots.

CONTRACT CLAIMS
Amount paid out (1981-84): $189,873.48
Number of cases paid: 10

These are cases involving vendors and construction contractors. Most claims are fairly small. Two cases accounted for $156,304.13.

SECTION F LABOR, LEGAL AND LEGISLATIVE AFFAIRS

EMPLOYMENT

Amount paid out (1981-84): $172,780
Number of cases paid: 3

One case (teacher tenure) accounted for $161,250 of the above amount. The figure represents several years back pay, plus interest and fringes. it is actuallyless than the amount to which the teacher was entitled, because a settlement was negotiated after an adverse decision was received from the Tenure Commission.

AUTOMOBILE "MINI-TORTS"

Amount paid out (1981-84): $1,040
Number of cases paid: 3

This is essentially a deductible created by law in automobile negligence cases. The cost of insuring for "mini-tort" coverage exceeds the amount paid out in lieu of the coverage.

MISCELLANEOUS

Amount paid out (1981-84): $40,000
Number of cases paid: 10

This category includes a variety of cases. Three cases, totaling $5,000, represent settlement in the Burt School shooting incident. Two others ($3,500) concern children who were frostbitten on the way home from school and involve some unusual circumstances. One case ($15,000) concerned an employee who was seriously injured when she tripped over telephone cables in a school office. DPS was required to indemnify Michigan Bell as a condition of its service.

Legislative Affairs

Legislation affects the school system in many ways; however, one of the greatest areas of impact is federal support.

SECTION F LABOR, LEGAL AND LEGISLATIVE AFFAIRS

Between 1965 and 1980, the percentage of cost for public education borne by the federal government increased from 4.4 percent to 9.8 percent. Because of inflation and increased expenditures at the local and state levels, the actual dollar amount increased from $2 billion to almost $10 billion. Following the abrupt change in the federal philosophy toward public education that took place in 1981, the percentage of support by the Federal Government decreased to 7 percent ($8 billion). During this same period, special grants to the school system increased from $3.8 million in 1964-65 to $95 million in 1979-80 and declined to $80 million for the past school year.

Special funds received by the school system are primarily targeted to economically/educationally disadvantaged children in the elementary grades and support programs which are designed to improve achievement in reading and mathematics. During the peak year of 1979-80, almost 5,000 professional, paraprofessional, clerical and other staff positions were supported by special project funds. This was reduced to approximately 3,000 positions during the past school year.

The present administration is committed to reducing federal involvement (i.e., support) in all public education and has already been successful in reducing the overall level of support to the pre-1965 level (6.6 percent of the total cost for public education is currently being borne by the Federal Government; in 1965, the level of support was 7.9 percent). The efforts of the Administration to achieve its goal of complete withdrawal of the Federal Government's support for public education has been, temporarily at least, thwarted by its failure to control both Houses of Congress.

Support for public education has been further weakened by the divisive issues being created by the administration. These include prayer in the public schools, local control over education, tuition tax credits and the characterization of public education as an unhealthy monopoly.

Equal Employment Opportunities (EEO)

The Equal Employment Opportunities and Contract Relations Department is responsible for implementation of the Board's policies and programs relative to non-discrimination on basis of race, sex and handicap.

SECTION F LABOR, LEGAL AND LEGISLATIVE AFFAIRS

The primary goal of the department is to assure compliance with the Board's Fair Employment Practices Agreement by vendors and contractors providing goods and services to the school district.

A secondary goal is to provide coordination for implementation of compliance with the following Federal regulations and Board resolutions prohibiting discrimination:

1. Title IX (on basis of sex)
2. Section 504 (on basis of handicap)

The objectives of the Equal Employment Opportunities Department include but are not limited to these functions:

1. Implementation of the Fair Employment Practices Agreement
2. Certifying the true and valid ownership and the compliance status of each contractor and/or vendor proposing to and transacting business with the Detroit school district.
3. Monitoring Equal Employment Opportunities compliance in all areas
4. Implementation of programs to increase the number of minority vendors and contractors
5. Implementation of programs to increase the number of Detroit based vendors and contractors
6. Monitoring all processes of bidding, negotiating and awarding of contracts
7. Monitoring Equal Employment Opportunities compliance within the school district
8. Examining, analyzing and revising, where necessary, all procedures and practices so that the Equal Employment Opportunities policy is translated into clearly understood documents and systematic practices
9. Developing a system of rewards and punishments regarding Equal Employment Opportunities compliance
10. Provide positive evidence of strong leadership as an agent of the Detroit Board of Education in equal employment opportunities matters

SECTION F LABOR, LEGAL AND LEGISLATIVE AFFAIRS

In order to achieve these departmental goals and objectives, the following sample procedures will be undertaken:

1. Initiate and maintain close association with all agencies pertinent in the furthering of apprenticeship and job placement programs for students, particularly, minority students.
2. Develop and promote activities such as a coalition with business, industry and labor which will assist in guaranteeing equal employment opportunities for Detroit's students.
3. Estblish clear means of coordination with relevant Detroit Public Schools departments such as Purchasing, Legal Affairs, Personnel, School Housing, etc.
4. Strengthen the monitorial function of the Superintendent's Equal Employment Opportunities Advisory Committee.
5. Develop and disseminate clear and concise training materials, manuals and documents which clarify and demonstrate the functions of the department.
6. Develop seminars and other training activities for multiple participation.
7. Conduct job-site visits on an audit basis in a systematic, but unscheduled, fashion.
8. Examine, revise, where necessary, and present all documentation in clear and legible fashion.
9. Investigate, analyze and synthesize affirmative action and Equal Employment Opportunities policies and practices of other governmental agencies.
10. Develop means to identify trends in equal employment opportunities legislation, rulings and communicate meanings.

SECTION F LABOR, LEGAL AND LEGISLATIVE AFFAIRS

Issues	Implications
1. The number of grievances appealed to the General Superintendent has declined during the past two years.	The reason for the decline in the number of grievances appealed to the General Superintendent needs to be determined so that the number of grievances can continue to decline.
2. Some of the contractual provisions limit the ability of DPS to manage well.	The Office of Labor Affairs needs to negotiate the elimination of those contractual provisions which limit management's ability to function effectively.
3. The number of litigation cases and the cost of litigation are increasing.	A concerted effort needs to be made to alleviate this problem and contain the costs.
4. The November 1984 election affects federal support for public education over the next several years.	The election of the current administration and maintenance of a Republican-controlled Senate and a Democratic-controlled House means that federal funding for public education will remain almost constant, but as the amount provided at the local and state level increases because of inflation, the percentages of federal support will decrease. A very limited form of tuition tax credits will probably be enacted.
	The estimated impact upon the school system over the next five years is expected to decrease from 94 million in 1987-88 to 88 million in 1989-90. Index numbers which use 1983-84 as the base year, assume negligible changes in student enrollment and have been adjusted for inflation, are the basis of showing the projected level of federal funding that will be provided to the school system.

Issues	Implications
5. The Department of Equal Employment Opportunities and Contract Relations has identified the following obstacles that limit implementation of the EEO Policy and coordination of Title IX and Section 504 Programs:	
- The prevailing economic conditions contributing to decrease in minority employment.	The ability of vendors to rapidly and significantly increase minority employment seems unlikely based upon the prevailing and forecasted economic conditions (considering the period 1980-1990).
- Changes in Standard Metropolitan Statistical Area (SMSA) requiring percentage increase in minority employment for EEO compliance.	Staff ability to negotiate minority hires with vendors is further challenged by the application of 1980 Census data wherein increased minority population figures are utilized as the standard to determine vendor compliance.
- Board policy requirements restricting the length of time a vendor can do business with the school district without full compliance.	Minor policy improvements could aid in retention of current minority employment and provide for further progress to full compliance within a reasonable period.
- Increased number of due-process cases requiring lengthy follow-up with vendors offering challenge to non-awardable statuses.	Also, the number of due-process cases causing lengthy follow-up could be drastically reduced to allow for non-awardable vendors to attain awardable statuses.
- Manual office processes consuming excessive staff time and prohibiting adequate field monitoring and other necessary follow-up activities.	Usage of minimal advanced technological office equipment to reduce current manual office processes within the department would aid to provide additional staff time for field monitoring and other necessary follow-up activities.

SECTION F LABOR, LEGAL AND LEGISLATIVE AFFAIRS

Issues	Implications
- Insufficient staff supervisory-assistance in expediting the following routine tasks: ° Verify true ownerships ° Negotiate aacceptable Affirmative Action Plans ° Monitor progress and implementation of Affirmative Action commitments ° Coordinate DPS student and graduate hires ° Provide needed EEO assistance to departmental staff; vendors; and other departments which aid in the procurement of goods/services and EEO Policy implementation ° Implement/incorporate policy changes relative to Minority Business Enterprises (MBE) contractual program provisions, and processing preferential allowances.	Additional staff needed to adequately: ° Supplement supervision of departmental operations; and ° Execute priority functions of the EEO process needing more careful attention to detail.

LABOR AFFAIRS

TABLE 84-F-1
NUMBER OF GRIEVANCES APPEALED TO THE GENERAL SUPERINTENDENT
1983-84

Union	Grievances		Arbitration		Number of Employees
	1983	1984	1983	1984	
Detroit Federation of Teachers	94	47	4		10,809
Assistant Attendance Officers	1	0			30
Local 345 (Asst.Custodians, Cleaners)	34	6	3		2,103
Organization of School Administrators and Supervisors	16	3	1		1,418
Building Trades (Journeymen)	4	0			450
Building Trades (Foremen)	1	0			33
International Union of Operating Engineers	1	4			570
Non-Instructional Supervisory Personnel	3	0			111
Detroit Association of Educational Office Employees	3	2			1,415
Radio-TV Broadcast Engineers	3	1			27
International Association of Machinists & Aerospace Workers	0	0			16
Teamsters (3 units)	13	8	3		759
Local 2176 (Engineering and Professional Employees	4	3			31
Paraprofessionals (School Service Assistants)	2	0			1,828
Organization of Classified Custodians	8	2	1		277
Total	187	76	12		19,877

SOURCE: REPORT FORM THE OFFICE OF LABOR AFFAIRS, NEWSLETTER #1, JUNE, 1984

LEGAL AFFAIRS

TABLE 84-F-2
NUMBER OF LITIGATION CASES
1980-84

Following is a breakdown of settlement and judgments against the Detroit Board of Education as paid out through the Office of Legal Affairs for the last three fiscal years.

DOLLAR RANGE	NO. OF CASES 1981-82	1982-83	1983-84
$ 1 - 1,500	13	12	17
1,501 - 3,000	8	8	9
3,001 - 4,500	2	4	4
4,501 - 6,000	1	1	1
6,001 - 7,500	1	1	1
7,501 - 10,000	2	2	0
10,001 - 12,500	0	2	3
12,501 - 15,000	1	1	2
15,001 - 17,500	0	1	1
17,501 - 20,000	0	0	0
20,001 - 22,500	1	0	1
22,501 - 25,000	2	0	1
25,001 - 27,500	2	1	1
27,501 - 30,000	0	0	0
30,001 - 50,000	2	2	0
50,000 - 100,000	0	0	1
100,001 - 150,000	3	0	1
150,001 - 200,000	0	0	2
200,001 - 250,000	0	0	0
250,001 +	0	1	0
NO. TOTAL SETTLEMENTS AND JUDGMENTS	36	36	45
TOTAL DOLLARS SETTLEMENTS AND JUDGMENTS	$566,813.10	$790,550.00	$733,414.87

SOURCE: LITIGATION REPORT: 1980-84, OFFICE OF LEGAL AFFAIRS, AUGUST, 1984

TABLE 84-F-3
LITIGATION PAYMENTS
1981-84

	1981-82	1982-83	1983-84
AVERAGE PAY-OUT PER SETTLEMENT OR JUDGMENT	$15,744.81	$21,959.72	$16,298.11
RANGE OF SETTLEMENTS OR JUDGMENTS: (PERCENT OF TOTAL NUMBER)			
$ 1,500 or less	36%	33%	38%
3,000 or less	58%	56%	58%
5,000 or less	64%	67%	67%
50,000 or more	8%	8%	9%

SOURCE: LITIGATION REPORT: 1980-84, OFFICE OF LEGAL AFFAIRS, AUGUST, 1984

LEGISLATIVE AFFAIRS

TABLE 84-F-4
ELEMENTARY-SECONDARY APPROPRIATIONS
1984-85

Program	FY84	President's Budget FY85	Senate Committee FY85	House
Chapter 1	$3,480,000	$3,480,000	$3,693,179	$3,680,000
Chapter 2	479,420	728,879	531,820	678,879
Civil Rights IVA	24,000	0	25,200	24,000
Follow Through	14,767	0	*	*
Women's Equity	5,760	0	4,000	5,760
Bilingual Ed.	139,497	135,245	142,245	139,970
Impact Aid "A"	457,500	476,630	477,000	*
Impact Aid "B"	77,500	0	58,000	*
PL 94-142	1,239,415	1,214,445	1,320,395	1,298,540
Vocational Ed.	731,314	731,314	731,314	731,314
Adult Ed.	100,000	100,000	100,000	100,000

Shown above are the elementary-secondary school appropriations for the Department of Education during FY 84, the authorizations proposed by the President for FY 85, and the authorizations contained in the House and Senate Bills.

SOURCE: REPORT TO THE LEGISLATIVE COMMITTEE OF THE DETROIT BOARD OF EDUCATION, AUGUST 30, 1984

EQUAL EMPLOYMENT OPPORTUNITIES

TABLE 84-F-5
NUMBER OF VENDORS* CLEARED BY EEO
1981-84

ANNUAL CLEARANCES*

1981 - 82

TOTAL CLEARANCES	NO. OF MIN. FIRMS	NO. OF DETROIT-BASED FIRMS
1059	210 (19.8 %)	504 (47.6%)

DISTRIBUTION OF CLEARANCES

PREFERRED	APPROVED	CONDITIONAL	SPECIAL	LIMITED	NONAWARDABLE
142 (13.4%)	481 (45.4%)	244 (23.0%)	44 (4.2%)	93 (8.8%)	55 (5.2%)
					TOTAL 1059 (100.0%)

1982 - 83

TOTAL CLEARANCES	NO. OF MIN. FIRMS	NO. OF DETROIT-BASED FIRMS
1162	236 (20.3 %)	346 (29.8%)

DISTRIBUTION OF CLEARANCES

PREFERRED	APPROVED	CONDITIONAL	SPECIAL	LIMITED	NONAWARDABLE
119 (10.2%)	606 (52.2%)	210 (18.1%)	65 (5.6 %)	70 (6.0%)	92 (7.9 %)
					TOTAL 1162 (100.0%)

1983 - 84

TOTAL CLEARANCES	NO. OF MIN. FIRMS	NO. OF DETROIT-BASED FIRMS
1074	298 (27.7 %)	452 (42.1%)

DISTRIBUTION OF CLEARANCES

PREFERRED	APPROVED	CONDITIONAL	SPECIAL	LIMITED	NONAWARDABLE
151 (14.1%)	482 (44.9%)	166 (15.5%)	67 (6.2%)	134 (12.5%)	74 (6.9%)
					TOTAL 1074 (100.0%)

SOURCE: Equal Employment Opportunities and Contract Relations Department, January, 1985

PART IV TECHNOLOGICAL

SECTION G TECHNOLOGY

TABLE OF CONTENTS

PART IV TECHNOLOGICAL

SECTION G TECHNOLOGY 3

CURRENT PROBLEMS

CURRENT EFFORTS

84-G-1 DISTRIBUTION OF INSTRUCTIONAL COMPUTER HARDWARE
BY DIVISION 10
JANUARY, 1984

84-G-2 DISTRIBUTION OF SELECTED COMPUTER HARDWARE
ADMINISTRATIVE AND MANAGERIAL
BY DIVISION 12
JANUARY, 1984

SECTION G TECHNOLOGY

SECTION G TECHNOLOGY

OVERIVEW

Technology is not new in Detroit Public Schools. It has been used in one form or another for decades. Beginning with a steropticen and later a movie projector, a worker used to transport them between schools on a streetcar, giving students a view of the world. Strange as it may seem, all of the technology of yesteryear becomes known now as "audiovisual". Today the term technology in the schools has been expanded to include computers and software. Tomorrow it will probably include lasers, biogenetics, holography and robots. If the Detroit Public Schools is to prepare students for the future, an examination of its present status in technology is necessary.

Current Problems

There are a number of problems currently faced by the DPS in its utilization of technology.

Uneven and Unequal Utilization of Technology

The Detroit Public School's current utilization of technology in both the instructional and administrative areas can be characterized as uneven. While audiovisual equipment is readily available for teachers, the school system, like other school districts, suffers from a large supply of obsolete equipment in need of constant maintenance. Administrative areas as well suffer from the same problem. Xerox machines and utilization of wordprocessors, now common in large organizations and proven office productivity tools, are lacking in many areas of the school district. In addition, the distribution of these technologies appears uneven. Modern equipment is utilized in some areas, usually due to the efforts of persistent administrators, but not in others. As a result, interdepartmental rivalries and resentment occur as well as loss of morale among staff.

Computerization in the Administrative Areas

Although some computerization of the administrative areas have occurred, primarily in the payroll/finance areas, the capacities of computer utilization have yet to be fully realized. Large administrative areas in personnel, student records-keeping, inventories and other management tasks are still done by hand resulting in the duplication of data collection among units and inaccuracies and variations in data. Although computerization of managerial ares continue, the Data Processing Department suffers from the basic problems of understaffing, lack of appropriate commercial software, inadequate technical support from Burroughs and frequent hardware failures.

Funding Problems

The question of greater and better utilization of technology relies in part on funding. With the constraints in available funding, the problem of upgrading and/or acquiring new technologies will be even greater. In particular, the expected decline in anticipated Federal revenues will likely impair the growth of computer literacy in the classrooms since a large proportion of all computers in the schools as well as the staffing of those programs rely on special projects funding. This reliance on compensatory funds also contributes to the cause for the unequal to unevan utilization of technologies among schools.

Organizational Considerations

The organizational operations for the utilization of technology does not have a strong base for either the present or the future. Cooperation among the various departments involved with the equipment has deteriorated. The result is that each group works independently, in some cases autonomously, duplicating efforts and assuming responsibilities of each other. For example, there are four groups in the school system using the word, "audiovisual" in their names, with the implication they are involved with technology. Various instructional and administrative departments are assuming independent responsibilities for specifying, evaluating and direct purchasing of technical equipment resulting in inefficiencies and less cost-effectiveness. In addition, established procedures for bidding are often bypassed along with the inadequate utilization of the engineering and technical resources available. Moreover, some departments in the school system are setting up their own maintenance responsibilities even though there are existing maintenance departments charged with those responsibilities.

Current Efforts

There are a number of current efforts going on to address many of these problems.

Superintendent's Cabinet Major Issue

Aware of the current problems in utilizing technology, the Superintendent's Cabinet met in November and December of 1983 to address the particular question of computer technology. During the course of these meetings, several key issues were raised. These included:

1. Instructional considerations - support for the system's goals in student learning, general instruction, remedial programs, equal access and the degree of computer literacy for students and staff;
2. Administrative/managerial considerations - support needs that can be met, extent of microcomputers and/or terminals in offices and schools, networking with the mainframe computers and coordinated approach to computer hardware and software utilization;
3. Human resources questions - staffing implications, organizational structure and training for staff and students;
4. Other resources considerations - the current effective utilization of computers, funding by board, compensatory and private funds and shifting of such funds and other resource requirements; and
5. Future considerations - the direction and impact of technologies on current utilization of computers, planning, other technological utilization, environmental trends and the timeline for implementation of computer hardware and software.

Computer Technology Steering Committee

As a result of the Superintendent's Cabinet Major Issue meeting on utilization of computer technology, the Computer Technology Steering Committee was established to develop a three year commputer technology plan that would incorporate the issues identified by the Cabinet, estimate the cost, both Board and Special Projects, of implementing the plan and examine the administrative structure and how the key functions related to computer technology can best be implemented. The steering committee developed two major sub-committees:

1) Instructional Computer Technology Committee to focus on the instructional side of computers; and 2) Administrative/Managerial Computer Technology Committee to focus on the administrative side of computer technology. At present, the Computer Technology Steering Committee has drafted a plan to be presented to the Cabinet responding to the issues raised by them.

Other Efforts to Utilize Technology

In addition to the formation and on-going work of the Computer Technology Steering Committee, some other recent efforts to utilize technology are worth noting. In late 1982 and early 1983, a Word Processing/Administrative Support Task Force met to examine the utilization of dedicated wordprocessors in the school system. As a result, a pilot project was recommended and approved to test wordprocessors in at least six sites in the school district. The project began implementation in November of 1983 and the results of those efforts are pending. There is an effort underway to restore the Instructional Television Fixed Station (ITFS). In addition, a Cable TV Task Force was established in 1981-82 to participate in the City of Detroit's possible utilization of Cable TV. A number of proposals and recommendations were made specifying the educational component of the city's contract with the cable operators. These efforts are awaiting the outcome of the city's selection of the cable contractor.

SECTION G TECHNOLOGY

Issues	Implications
1. The DPS needs to upgrade its use of technology.	If the DPS is to effectively utilize technology, it must examine comprehensively its present and future needs in all areas, plan better and equitable distribution of technology and alternative strategies for the disposition of obsolete equipment and the best utilization of existing technologies.
2. The administrative/managerial areas require greater computerization.	Other managerial areas need computerization of information. This requires more resources to the Data Processing Department, particularly more staff and more utilization of existing commercial software, to better meet the growing requests and expectations of DPS staff. A prioritization of tasks to be computerized needs to occur.
3. Funding will be a major problem.	More efficient use of existing funds and alternative funding sources are needed.
4. There is duplication of tasks in the utilization of technology.	A comprehensive examination and review of the organizational function of units are necessary. Areas of duplication of effort should be corrected.
5. Current efforts are proceeding to improve the utilization of technology.	The Computer Technology Steering Committee should report its findings and proposals to the Superintendent's Cabinet, responding to the issues raised by them. Other efforts, such as the Wordprocessing and Cable TV task forces should also report their activites to the Cabinet.

TECHNOLOGY

TABLE 84-G-1
DISTRIBUTION OF INSTRUCTIONAL COMPUTER HARDWARE BY DIVISION
JANUARY, 1984

	Microcomputers	Apple II	Anchor Pads
Area A	141	132	70
B	117	95	57
C	120	98	31
D	226	186	69
E	176	167	100
F	169	146	92
G	186	172	65
Adult	6	0	0
Special	1	1	0
Alternative	17	10	6
	1159	1107	510

SOURCE: FINAL SURVEY OF MICROCOMPUTERS AND TERMINALS, 1983-84, OFFICE OF INSTRUCTIONAL IMPROVEMENT, JANUARY, 1984

TABLE 84-G-1
DISTRIBUTION OF INSTRUCTIONAL COMPUTER HARDWARE
BY DIVISION
JANUARY, 1984

COMMENTS/OBSERVATIONS

An examination of this distribution reveals the following:

1. Eighty-seven (87%) percent of the instructional microcomputers are Apples.
2. Fifty-one (51%) percent of the Apples have Anchor Pads.
3. Well over 90% of the microcomputers have been purchased with Article 3 or Chapter I funds. The balance is from Vocational funds, Bilingual Projects, gifts and similar sources.
4. The major concerns of the schools are in the areas of staff training and software.
5. Few schools indicate that they are using the microcomputers in managerial functions.

SOURCE: FINAL SURVEY OF MICROCOMPUTERS AND TERMINALS, 1983-84, OFFICE OF INSTRUCTIONAL IMPROVEMENT, JANUARY, 1984.

TABLE 84-G-2
DISTRIBUTION OF SELECTED COMPUTER HARDWARE
ADMINISTRATIVE AND MANAGERIAL
BY DIVISION
JANUARY, 1984

Offices	Terminals	Microcomputers	Printers
Superintendent	65	11	15
Division of Educational Services	22	15	11
Division of Human Resources & Development	17	2	1
Division of Support Services	23	7	9
Total	127	35	35

AREA TOTALS

Areas	Terminals	Microcomputers	Printers
A - G	10	24	20

MIDDLE, HIGH AND VOCATIONAL/TECHNICAL SCHOOLS

Schools	Terminals	Microcomputers	Printers
Middle Schools	63	0	0
High Schools	37	0	5
Vocational Schools	5	0	0
Total	105	0	0

GRAND TOTALS

	Terminals	Microcomputers	Printers
Grand Total	242	59	60

SOURCE: FINAL SURVEY OF MICROCOMPUTERS AND TERMINALS, 1983-84, OFFICE OF INSTRUCTIONAL IMPROVEMENT, JANUARY, 1984.

TABLE 84-G-2

DISTRIBUTION OF SELECTED COMPUTER HARDWARE ADMINISTRATIVE AND MANAGERIAL BY DIVISION

JANUARY, 1984

COMMENTS/OBSERVATIONS

Some additional information related to this table is as follows:

1. Three terminals in the Department of Evaluation and Testing are tied to Wayne State University.
2. There are over 136 terminals tied to the Detroit Board of Education's mainframe computer.
3. Most of the respondents indicated that they use the terminals for database services, data management retrieval, budget, personnel records and the Student Information System.
4. All terminals tied to the mainframe are Burroughs.
5. The vast majority of microcomputers are either Apple II's or Apple IIE's.
6. Most of the respondents are using microcomputers for data management retrieval, clerical (word processing) and budgets).
7. The majority of respondents indicated an interest in expanding the use of microcomputers in the future.
8. Some offices have put in requests for terminals and microcomputers.
9. A need exists for developing a systematic inservice program for the use of high technology by the administrators.
10. By the end of this semester, we will have a network of terminals that will include all middle schools, all high school, all Area Offices, as well as key departments in the Central Office.

SOURCE: FINAL SURVEY OF MICROCOMPUTERS AND TERMINALS, 1983-84, OFFICE OF INSTRUCTIONAL IMPROVEMENT. JANUARY, 1984.

PART V EDUCATIONAL

SECTION H ACHIEVEMENT

TABLE OF CONTENTS

PART V EDUCATIONAL

SECTION H ACHIEVEMENT 3

MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM (MEAP)

84-H-1 MEAP READING CATEGORY IV, GRADE 4 DETROIT/MICHIGAN COMPARISON 1979-89 14

84-H-2 MEAP READING CATEGORY IV, GRADE 7 DETROIT/MICHIGAN COMPARISON 1979-89 15

84-H-3 MEAP READING CATEGORY IV, GRADE 10 DETROIT/MICHIGAN COMPARISON 1979-89 16

84-H-4 MEAP MATH CATEGORY IV, GRADE 4 DETROIT/MICHIGAN COMPARISON 1979-89 17

84-H-5 MEAP MATH CATEGORY IV, GRADE 7 DETROIT/MICHIGAN COMPARISON 1979-89 18

84-H-6 MEAP MATH CATEGORY IV, GRADE 10 DETROIT/MICHIGAN COMPARISON 1979-89 19

84-H-7 PERCENTS OF PUPILS ATTAINING INDICATED PROPORTIONS OF OBJECTIVES ON THE MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM TEST 20
1980-83

84-H-8 MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM (MEAP)
READING, CATEGORY IV, GRADE 10 21
HIGH SCHOOL RANKS, BY PERCENT OF STUDENTS
1983-84

84-H-9 MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM (MEAP)
BY HIGH SCHOOL
MATHEMATICS, GRADE 10 22
1979-89

84-H-10 CALIFORNIA ACHIEVEMENT TESTS (CAT)
READING AND MATH, GRADE 3 24
DETROIT/NATIONAL COMPARISON
1979-89

84-H-11 CALIFORNIA ACHIEVEMENT TESTS (CAT)
READING AND MATH, GRADE 5 25
DETROIT/NATIONAL COMPARISON
1979-89

84-H-12 CALIFORNIA ACHIEVEMENT TESTS (CAT)
READING AND MATH, GRADE 8 26
DETROIT/NATIONAL COMPARISON
1979-89

84-H-13 CALIFORNIA ACHIEVEMENT TESTS (CAT)
READING AND MATH, GRADE 11A 27
DETROIT/NATIONAL COMPARISON
1979-89

84-H-14 CALIFORNIA ACHIEVEMENT TESTS (CAT)
BY HIGH SCHOOL
READING, GRADE 11A 28
1979-89

84-H-15 CALIFORNIA ACHIEVEMENT TESTS (CAT)
BY HIGH SCHOOL
MATH, GRADE 11A 29
1979-89

84-H-16 NUMBER OF COMPENSATORY EDUCATION PARTICIPANTS 30
1979-89

84-H-17 CALIFORNIA ACHIEVEMENT TESTS (CAT)
READING, GRADE 3 31
DPS REGULAR/COMPENSATORY EDUCATION COMPARISON
1979-89

84-H-18 CALIFORNIA ACHIEVEMENT TESTS (CAT)
READING, GRADE 5 32
DPS REGULAR/COMPENSATORY EDUCATION COMPARISON
1979-89

84-H-19 CALIFORNIA ACHIEVEMENT TESTS (CAT)
READING, GRADE 8 33
DPS REGULAR/COMPENSATORY EDUCATION COMPARISON
1979-89

84-H-20 CALIFORNIA ACHIEVEMENT TESTS (CAT)
READING, GRADE 11A 34
DPS REGULAR/CHAPTER I COMPARISON
1979-89

84-H-21 CALIFORNIA ACHIEVEMENT TESTS (CAT)
MATH, GRADE 3 35
DPS REGULAR/COMPENSATORY EDUCATION COMPARISON
1979-89

84-H-22 CALIFORNIA ACHIEVEMENT TESTS (CAT)
MATH, GRADE 5 36
DPS REGULAR/COMPENSATORY EDUCATION COMPARISON
1979-89

84-H-23 CALIFORNIA ACHIEVEMENT TESTS (CAT)
MATH, GRADE 8 37
DPS REGULAR/COMPENSATORY EDUCATION COMPARISON
1979-89

84-H-24 CALIFORNIA ACHIEVEMENT TESTS (CAT)
MATH, GRADE 11A 38
DPS REGULAR/CHAPTER I COMPARISON
1979-89

ASSESSMENT OF BASIC CURRICULUM SKILLS (ABCS) TEST

84-H-25 PERCENTS OF STUDENTS ATTAINING MASTERY (80%)
ON THE ASSESSMENT OF BASIC CURRICULUM SKILLS (ABCS) TEST 40
1983-84

84-H-26 PERCENTS OF STUDENTS ATTAINING MASTERY (80%)
ON THE ASSESSMENT OF BASIC CURRICULUM SKILLS (ABCS) TEST 41
1982-83

84-H-27 PERCENTS OF STUDENTS ATTAINING MASTERY (60%)
ON THE ASSESSMENT OF BASIC CURRICULUM SKILLS (ABCS) TEST 42
1983-84

NINTH GRADE COMMUNICATIONS SKILLS TEST

84-H-28 PERCENTS OF DETROIT PUPILS ATTAINING MASTERY ON THE
NINTH GRADE COMMUNICATIONS SKILLS TEST 44
1978-83

84-H-29 NINTH GRADE COMMUNICATIONS SKILLS OBJECTIVE-REFERENCED
TESTING PROGRAM PRETEST SCORES IN PERCENTAGE OF STUDENTS
WITH 75% (3 to 4) ITEMS CORRECT 45
1978-83

DETROIT HIGH SCHOOL PROFICIENCY EXAMINATION (DHSPE)

84-H-30 PERCENT OF GRADUATES WITH ENDORSED DIPLOMAS 48
1980-83

84-H-31 DETROIT HIGH SCHOOL PROFICIENCY EXAMINATION (DHSPE)
BY CONTENT AREA
PERCENT OF STUDENTS ATTAINING MASTERY, GRADE 12 49
1979-89

84-H-32 DETROIT HIGH SCHOOL PROFICIENCY EXAMINATION (DHSPE)
BY CONTENT AREA
PERCENT OF STUDENTS ATTAINING MASTERY, GRADE 11 50
1979-89

84-H-33 DETROIT HIGH SCHOOL PROFICIENCY EXAMINATION (DHSPE)
BY CONTENT AREA
PERCENT OF STUDENTS ATTAINING MASTERY, GRADE 10 51
1979-89

84-H-34 DETROIT HIGH SCHOOL PROFICIENCY EXAMINATION (DHSPE)
BY NUMBER OF AREAS PASSED
PERCENT OF STUDENTS ATTAINING MASTERY, GRADE 12 52
1979-89

84-H-35 DETROIT HIGH SCHOOL PROFICIENCY EXAMINATION (DHSPE)
BY NUMBER OF AREAS PASSED
PERCENT OF STUDENTS ATTAINING MASTERY, GRADE 11 53
1979-89

84-H-36 DETROIT HIGH SCHOOL PROFICIENCY EXAMINATION (DHSPE)
BY NUMBER OF AREAS PASSED
PERCENT OF STUDENTS ATTAINING MASTERY, GRADE 10 54
1979-89

EXTERNAL TESTS

84-H-37 COLLEGE BOARD ADMISSIONS TESTING PROGRAM (ATP)
AMERICAN COLLEGE TESTING PROGRAM (ACT)
DPS STUDENTS 56
1979-89

84-H-38 COLLEGE BOARD ADMISSIONS TESTING PROGRAM (ATP)
SCHOLASTIC APTITUDE TEST, (SAT), VERBAL 57
DPS/MICHIGAN/NATIONAL COMPARISON
1975-89

84-H-39 COLLEGE BORAD ADMISSIONS TESTING PROGRAM (ATP)
SCHOLASTIC APTITUDE TEST, (SAT), MATH 58
DPS/MICHIGAN/NATIONAL COMPARISON
1975-89

84-H-40 AMERICAN COLLEGE TESTING (ACT) PROGRAM
DPS/MICHIGAN/NATIONAL COMPARISON: ENGLISH 59
1979-89

84-H-41 AMERICAN COLLEGE TESTING (ACT) PROGRAM
DPS/MICHIGAN/NATIONAL COMPARISON: MATH 60
1979-89

84-H-42 AMERICAN COLLEGE TESTING (ACT) PROGRAM
DPS/MICHIGAN/NATIONAL COMPARISON: COMPOSITE 61
1979-89

84-H-43 UNIVERSITIES RECEIVING ATP (SAT) REPORTS
FROM DPS STUDENTS BY MAJOR MICHIGAN UNIVERSITIES 62
1975-89

84-H-44 AMERICAN COLLEGE TESTING (ACT) PROGRAM
MOST COMMON EDUCATIONAL MAJORS SELECTED
BY DPS STUDENTS 63
1983

SCHOLARSHIPS

84-H-45 NUMBER OF SCHOLARSHIPS
BY HIGH SCHOOL 66
1979-89

84-H-46 DOLLAR VALUE OF SCHOLARSHIPS
BY HIGH SCHOOL 67
1979-89

84-H-47 NUMBER OF SCHOLARSHIPS GRANTED TO DPS STUDENTS
BY SELECTED COLLEGES AND UNIVERSITIES 68
1979-89

SECTION H ACHIEVEMENT

SECTION H ACHIEVEMENT

OVERVIEW

The Detroit Public Schools (DPS) uses a extensive variety of tests to measure and evaluate the performance of students at all grade levels. These tests include both norm referenced, used for comparing student performance with other students at the national level, and criterion referenced tests, used to assess mastery of objectives.

The Michigan Educational Assesment Program (MEAP), criterion referenced tests of basic skills in math and reading, are administered at the beginning of grades 4, 7, and 10. These tests are used, in part, to determine eligibility for Article 3 funds.

The California Achievement Test (CAT), a norm referenced test, is used to compare the performance of DPS students in math and reading in grades 3, 5, 8, and 11 with similar students across the United States. Students receiving compensatory education services, Chapter I and Article 3, are also tested with these instruments.

The DPS Assessment of Basic Curriculum Skills (ABCS) Test, a criterion referenced test,, has been developed on a local basis to measure performance and diagnose educational needs of students in reading, writing, and mathematics in grades PU-8.

The Ninth Grade Communication Skills Test, a criterion referenced test, is used to measure student competency in reading, writing, and mathematics in grdes 10, 11, and 12.

Numerous other tests are used for special purposes by school personnel.

The Scholastic Aptitude Tests (SAT) and the American College Test (ACT), are tests taken by many students who are preparing for college. These tests are not a part of the regular school program testing program; however, they are very important for those students planning to attend colleges and/or universities.

SECTION H ACHIEVEMENT

Both the number and the total value of scholarships to colleges and universities may be used as achievement indicators for DPS students; however, economy and governmental support impact upon the provision of scholarships. During 1983-84 there were 648 scholarships reported by schools for a total value of $3,702,261.

Wayne State University, Michigan State University and the University of Michigan provided more scholarships for Detroit students than any other colleges or universities. Black colleges have consistently provided a representative number of scholarships.

Michigan Educational Assessment Program (MEAP)

DPS students in grade 4 during the period 1980 through 1982 showed a distinct improvement on the MEAP math test with 53.7% of the students during 1980 and 66.1% during 1982 mastering 75% or more of the objective. However, the gain in performance slowed in 1983 with 66.9% of fourth grade students meeting the state minimum requirement.

Students in grade 7 math showed a steady improvement in the percent of students mastering 75% or more objectives increasing from 30.4% in 1980 to 42.9% in 1983.

Students in grade 10 math show a different picture, in that for 1980 and 1981 the percent mastered was similar 29.5 and 30.5; whereas, for 1980 and 1983 the mastery level in Category IV was 38.0 and 38.7% respectively.

Performance by DPS students on the MEAP Grade 4 reading test showed a steady increase in percent mastery in Category IV increasing from 45.5% in 1980 to 56.6% in 1982, however dropping to 52.8% in 1983.

For Grade 7 students on the MEAP reading tests, the percent mastery for Category IV was about the same for 1980 and for 1981, 52.1 and 52.5% respectively. A jump occurred in the percent mastery during 1982 with the percent mastery readhing 58.1% and dropping slightly to 57.9 in 1983. For grade 10 students the percent mastery in Category IV on the MEAP reading test steadily increased from 51% in 1980 to 61.5% in 1983.

California Achievement Tests (CAT)

Detroit student achievement in grades 3, 5, 8, and 11A using the California Achievement Tests (CAT) of reading and mathematics, norm referenced tests in which the performance of students, measured in terms of grade equivalents, are compared with performance of a sample of students on a national basis. The test is given at the 7th month of the school year so tht students should be at the 3.7, 5.7, 8.7, and 11.7 grade equivalent if these students are performing similar to the national sample.

In grade 3, since 1978-79, DPS students showed a steady increase in performance on the CAT for the first three years and leveled off during the fourth year. The math scores currently are about 0.1 grade equivalent below the norm; whereas since 1981, the reading scores are 0.2 grade equivalents above the national norm.

In grade 5, students in DPS showed a steady increase in performance on the CAT math and reading tests, and beginning with 1981 both math and reading scores are above national norms.

For grade 8 DPS students, performance on the CAT math and reading tests showed a decided increase between 1980 and 1983. Performance on the math test has been sufficient to place the students at grade level in 1982 and 0.2 grade equivalent above the national norm in 1983. Although performance in reading has shown decided increases during the past three years, average reading performance was 0.1 grade equivalent below the national norm during 1983.

Performance by 11th grade students on the CAT math and reading tests is well below that shown for the earlier grades. Although performance on these tests have shown steady increases during the past four years, the performance during 1983 was 1.1 grade equivalents below the national norm in math and 1.5 grade equivalents below for reading. These data suggest that student performance in math and reading drops rapidly during grades 9, 10 and 11 in the DPS.

SECTION H ACHIEVEMENT

Compensatory Education

The number of comp ed students funded by Title I and/or Article 3 students has shown a steady decline since 1979, dropping from more than 55 thousand to approximately 47 thousand in 1983 primarily due to the changes in federal entitlement criteria.

The math performance of comp ed students in grade 3 appears to parallel the performance of total students on the CAT math test with comp ed students during 1983 and 1984,, about 0.1 grade equivalent below normal and total students about 0.2 above normal per the CAT.

As in grade 3, math performance of grade 5 comp ed students follows the same general increase in performance with total students being about 0.3 grade equivalents above normal and comp ed students 0.2 to 0.3 grade equivalents below normal as measured by the CAT math test.

In grade 5, comp ed students appear to be about 1.0 grade equivalents below the average of all DPS students during the period 1979 through 1983 with the average level for total students about 0.1 grade equivalent above normal since 1981.

By the time the students are tested in grade 8, the performance of total students has dropped below grade level compared to above grade level for grade 5 students. The performance of grade 8 comp ed students tends to parallel the performance of all students; however, the level of performance is about 1.2 grade equivalents below.

The pattern of math performance of both total and comp ed students in grade 8 is similar to that for grades 3 and 5. Both groups have shown distinct increases in the CAT math test followed by a leveling off during 1983 and 1984. These data suggest that grade 8 comp ed students are closing the gap slightly with the difference appearing to be less than 1.0 grade equivalents. Total students performance recently was about 0.2 grade equivalents above normal and comp ed about 0.6 below.

Other than for 1981, the performance of 11th grade students, both total and comp ed, tend to follow the same pattern. The level of performance is well below normal for both groups. About 0.8 grade equivalents in 1983 for the total group and 1.3 below for comp ed.

For grade 11A students, both total and comp ed reading performance is well below normal during 1983 about 1.5 grade equivalents for total and 2.5 for comp ed. The differential of about 1.0 reading grade equivalents between total and comp ed students appears to remain across all grade levels.

SECTION H ACHIEVEMENT

Assessment of Basic Curriculum Skills (ABCS) Tests

The DPS Assessment of Basic Curriculum Skills Test, a criterion referenced test, hs been developed to measure student performance in grades PU-8. The test measures student mastery of objectives in reading, writing, and mathematics. The test has been administered for the past two years. The criterion for mastery has been set recently at 80%.

The DPS ABCS is in the final stages of development. Since the ABCS is a criterion referenced test, the decision needs to be finalized as to what achievement level constitutes mastery. The results are not for distribution at this time.

Ninth Grade Communication Skills Test

Student performance is measured during the ninth grade using the Ninth Grade Communication Skills Test, a criterion referenced test, that covers nine basic communication skills. Overall performance on the test showed a general improvement from 69.5% attaining mastery in 1980 to 73.4% in 1983; however, average performance dropped slightly to 73.0% mastery in 1984.

During the period 1979-80 through 1982-83, the mean percent of students attaining mastery on the Ninth Grade Communications Skills Test showed an overall improvement from 69.5% in 1980 to 73.4% in 1983; however, during 1983-84 the average dropped to slightly under 73.0. Between 1982-83 and 1983-84 of the nine subtests used, performance increased in two areas, remained the same in two areas, and dropped in five areas.

Detroit High School Proficiency Examination (DHSPE)

Between 1981-83, students in grade 10 showed a slight increase in the percent attaining mastery on the reading portion of the DHSPE starting at 76.9% in 1981 to 78.8% in 1983. Performance in writing by this same group dropped slightly from 61.3% attaining mastery in 1981 to 60.7% in 1983. The performance in mathematics was irregular beginning at 33.8% in 1981 increasing to 45.5% in 1982 and dropping back to 42.2% in 1983.

SECTION H ACHIEVEMENT

For 11th grade students during 1981-83, the general pattern of performance is similar to that for 10th graders - reading first, writing second, and mathematics third; furthermore, the percent of students attaining mastery is greater in grade 11 when compared with grade 10. The percent of students attaining mastery in reading increased from 84.4% in 1981 to 87.7% in 1983. Performance in writing and mathematics has been irregular. In both cases an increase occurred between 1982 and 1983.

The general pattern of performance on the DHSPE by DPS students during 1981 through 1983 continues at the 12th grade with reading first, writing second, and mathematics third and the percent mastery is highest for grade 12 on all three areas. The pattern of performance is irregular for the three areas with the highest percent mastern occurring during 1982. For reading, 92.2% of the 12th grade students attained mastery in 1981 increasing to 93.7% in 1982 and dropping slightly to 93.4% in 1983; whereas for writing the percent of students in grade 12 attaining mastery increased from 78% in 1981, to 86.8% in 1982 and dropped to 86.7% in 1983; furthemore, for mathematics percent mastery increased from 69.0% in 1981 to 78% for 1982 and dropped to 75.6% in 1983.

A second analysis of the DHSPE was conducted on these data in terms of percent of students who mastered all three areas covered by the test, mastered two areas, one area and zero areas, the average being reading, writing, and mathematics. For those passing all three areas the average percent for the period 1981-83 increased from 34.7% for grade 10 to 49.63% for grade 11, and 69.4% for grade 12, an overall increase of about 35%. For those passing zero areas during this same period, the percent decreased from 17.7% for grade 10 to 4.57% for grade 12, an overall decrease of about 13.2%. Mastery levels appeared to increase during 1981 reaching a maximum during 1982 and dropping slightly during 1983.

These DHSPE data by content area by grade suggest that a general increase in the percent of students mastering the objectives occurs from grade 10 through 12 about 15.6% for reading, about 22.7% for writing, and about 29.8% for math. Overall performance is highest for reading, second for writing, and third for mathematics.

An analysis of these DHSPE data by percent of students who mastered all three areas covered by the test, two areas, one and zero areas, show that on average during 1981-83 the following:

1. For those passing all three areas, the percent increased from 34.47% for grade 10 to 69.4% for grade 12.
2. For those passing zero areas, the percent decreased from 17.73% for grade 10 to 4.57% for grade 12

Percent mastery on the DFHSPE on average appears to have increased during 1980-81 and 1981-82, peaked in 1982, and dropped during 1983.

The percent of graduates with endorsed diplomas has shown an irregular pattern during the period 1980-81 and 1983-84. During these four years beginning in 1980-81, the city-wide percentages of students with endorsed diplomas were 74%, 71%, 77%, and 72.7%.

A general overview of these achievement data suggests that student performance increased from 1980-81 through 1982-83, reaching a peak during 1982-83 and dropping slightly during 1983-84. These data suggest that the improvement that has been occurring appears to be leveling and gains in the future will become difficult as the performance of students approaches and/or exceeds the national norm. Students in compensatory education programs may find it difficult to continue to improve, if federal funds are reduced to levels experienced during the middle sixties.

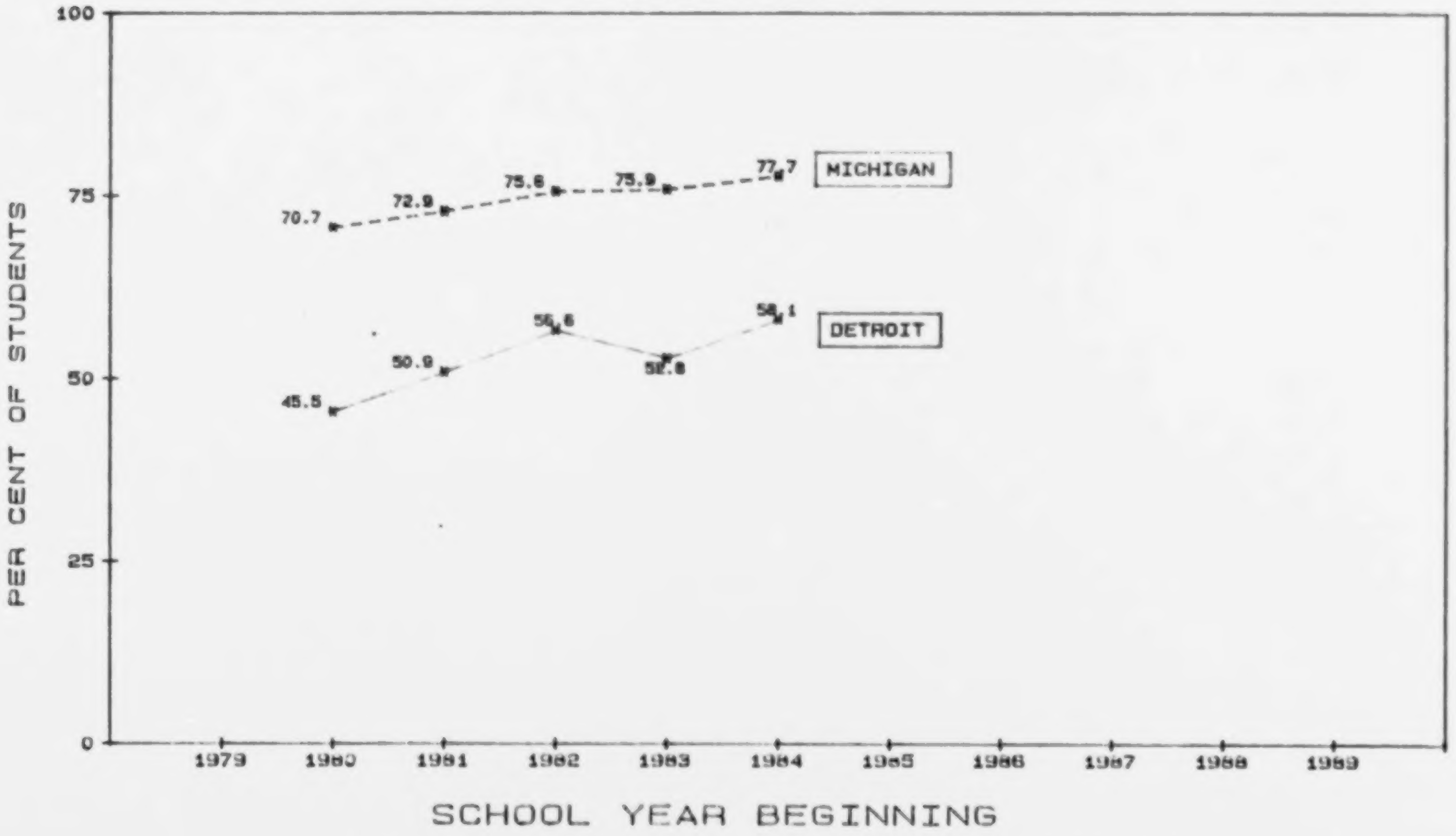
SECTION H ACHIEVEMENT

Issues	Implications
1. The Detroit Public Schools uses a variety of norm referenced and criterion referenced tests to measure and evaluate student performance at all grade levels.	The validity and reliability of test instruments as they relate to the DPS curriculum should be assessed and changes made where necessary because of the uses.
2. Performance on these tests during 1980-81 through 1982-83 appears to have been increasing, appearing to peak during 1982-83 and dropping slightly during 1983-84.	Changes in test scores need to be investigated for potential causes and corrections.
3. The percent of graduates with endorsed diplomas shows an irregular pattern with the current trend downward.	Students without endorsed diplomas may find it difficult to take advanced training and/or find employment which causes other undesirable events for the individual.
4. College entrance is often affected by high school grades, and SAT and ACT scores.	Students need to be test wise in order to attain the highest possible grades in school as well as score high on the college entrance exams. Teaching these test taking techniques should be a part of the school program.
5. Compensatory programs will be affected if federal funds are reduced.	Those compensatory programs used to enrich the learning climate for the economically deprived have been cut back due to the lack of funds and the performance of these comp ed students will probably be impacted resulting in lower achievement.

Issues	Implications
6. When tests are properly used by school personnel, the results from these tests can be used to improve student performance.	Administrators, teachers, and support personnel need to know how to use the results of tests to improve the performance of students. Staff development programs may be needed for personnel lacking these skills.

MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM (MEAP)

FIGURE 84-H-1
MEAP READING, CATEGORY IV*, GRADE 4
DETROIT/MICHIGAN COMPARISON
1979-89

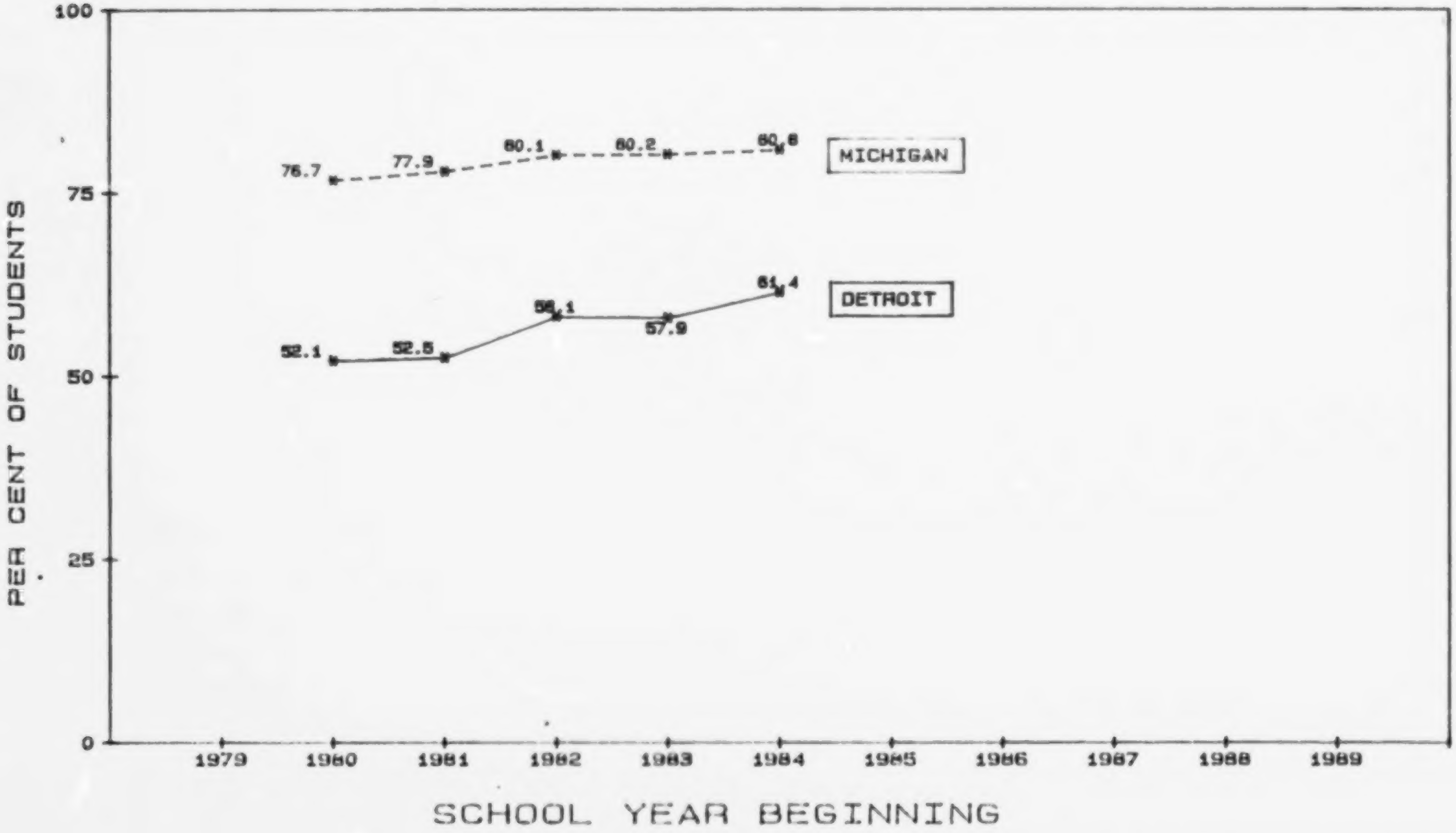


* CATEGORY IV is the percent of students attaining approx. 3/4 or more objectives.

NOTE: Due to new version, 1979 figures are not shown for comparison.

FIGURE 84-H-2

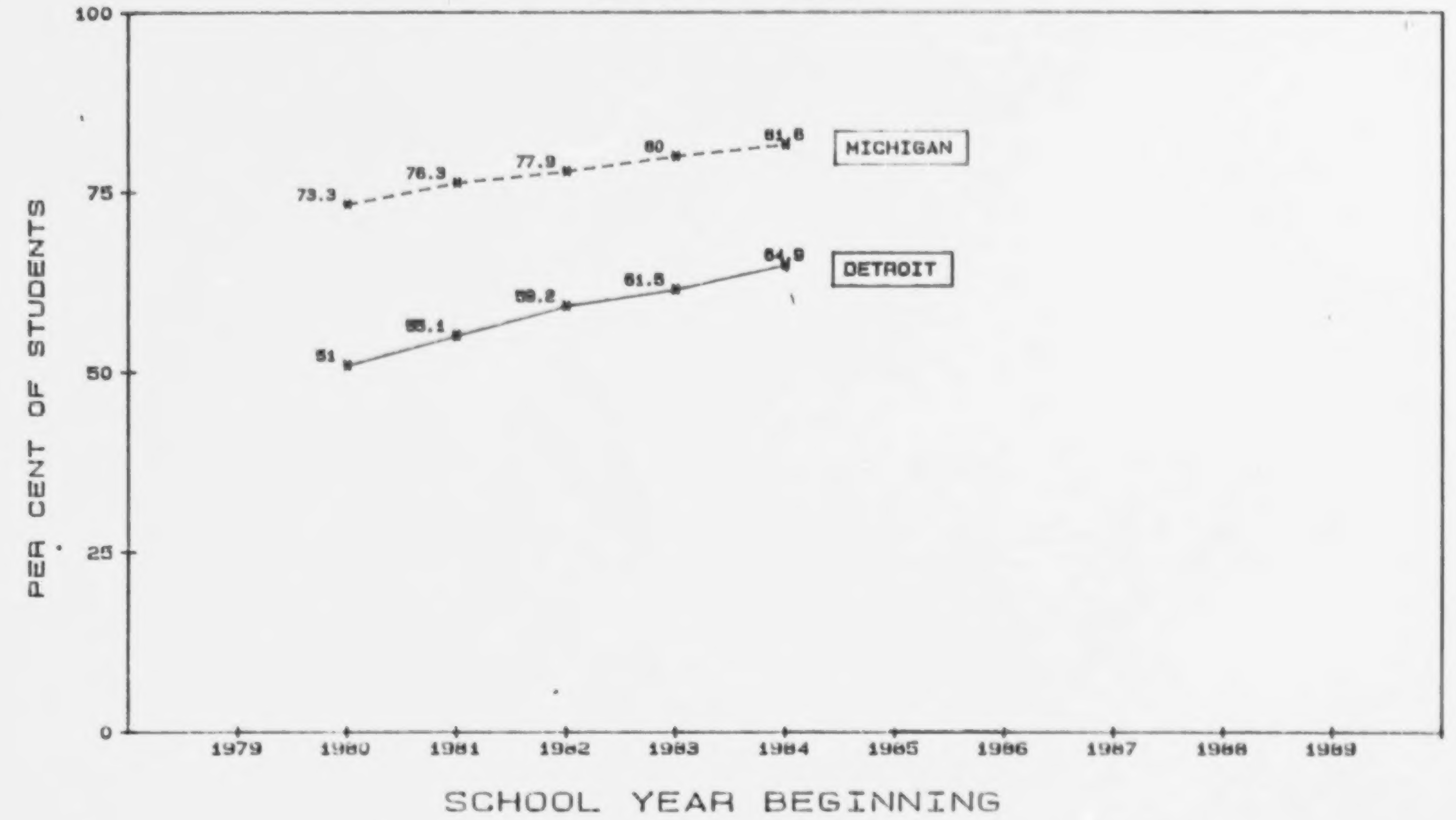
MEAP READING, CATEGORY IV*, GRADE 7
DETROIT/MICHIGAN COMPARISON
1979-89



* CATEGORY IV is the percent of students attaining approx. 3/4 or more objectives.

NOTE: Due to new version, 1979 figures are not shown for comparison.

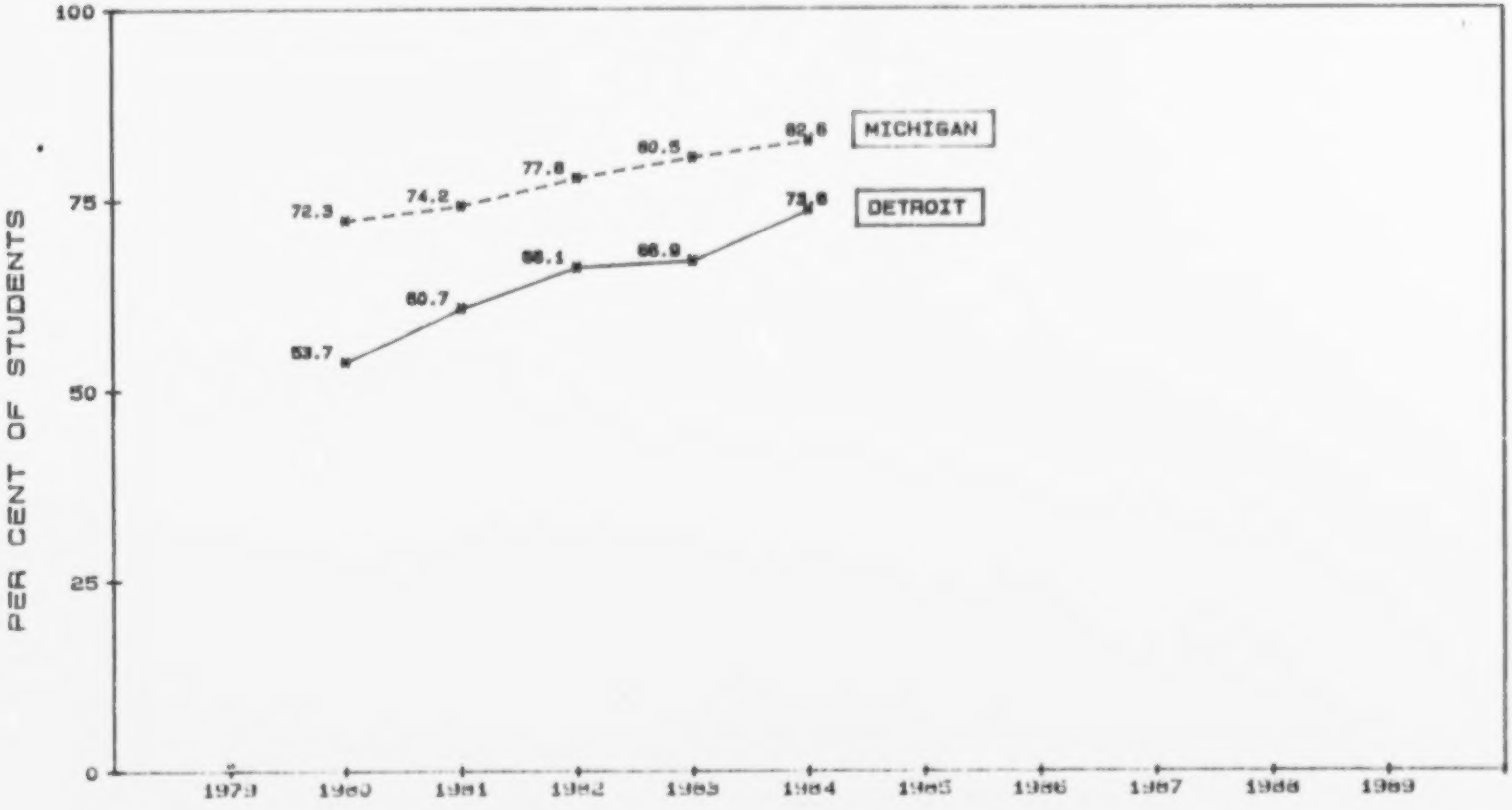
FIGURE 84-H-3
MEAP READING, CATEGORY IV*, GRADE 10
DETROIT/MICHIGAN COMPARISON
1979-89



* CATEGORY IV is the percent of students attaining approx. 3/4 or more objectives.

NOTE: Due to new version, 1979 figures are not shown for comparison.

FIGURE 84-H-4
MEAP MATH, CATEGORY IV*, GRADE 4
DETROIT/MICHIGAN COMPARISON
1979-89

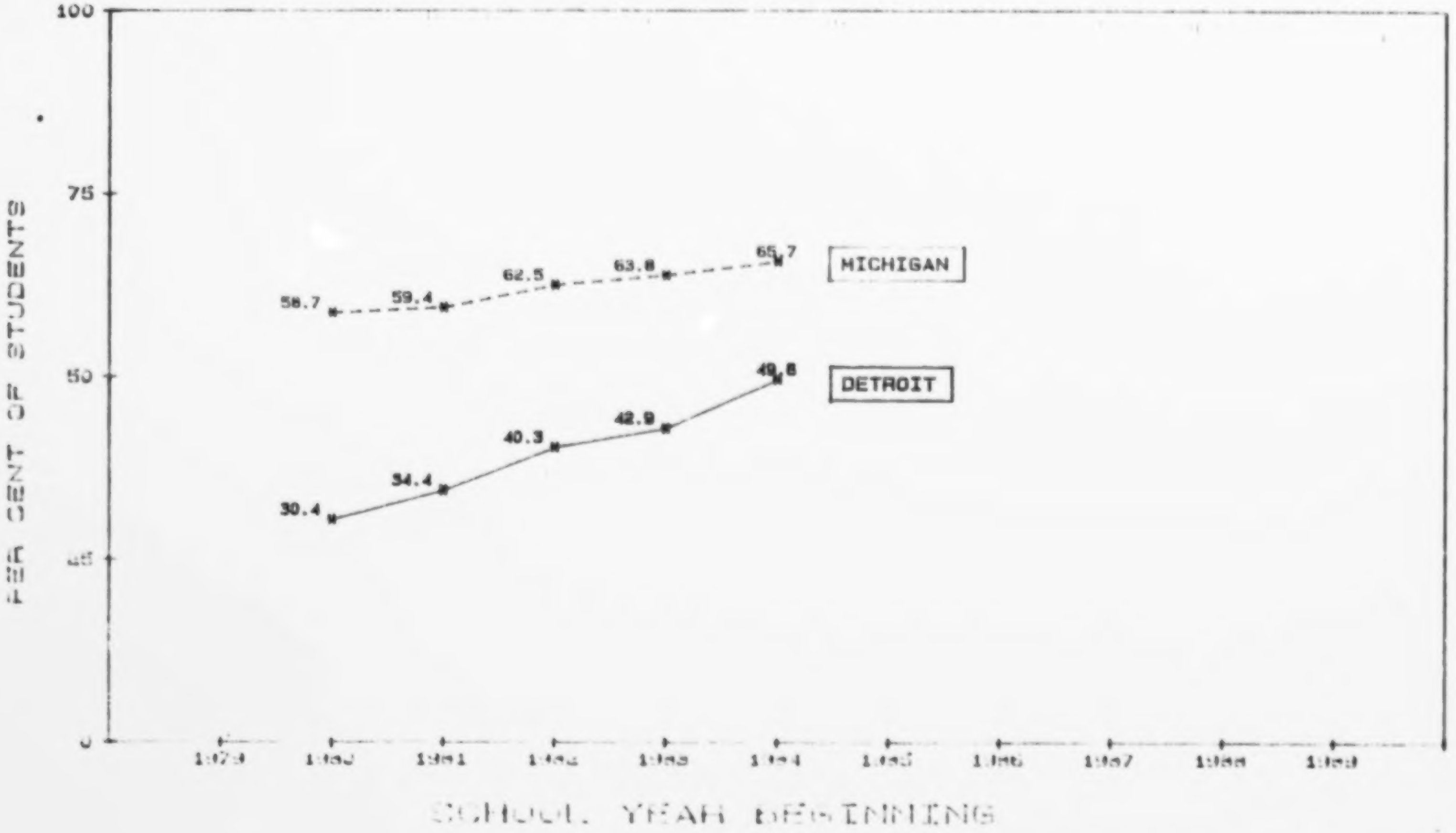


SCHOOL YEAR BEGINNING

* CATEGORY IV is the percent of students attaining approx. 3/4 or more objectives.

NOTE: Due to new version, 1979 figures are not shown for comparison.

FIGURE 84-H-5
MEAP MATH, CATEGORY IV*, GRADE 7
DETROIT/MICHIGAN COMPARISON
1979-89

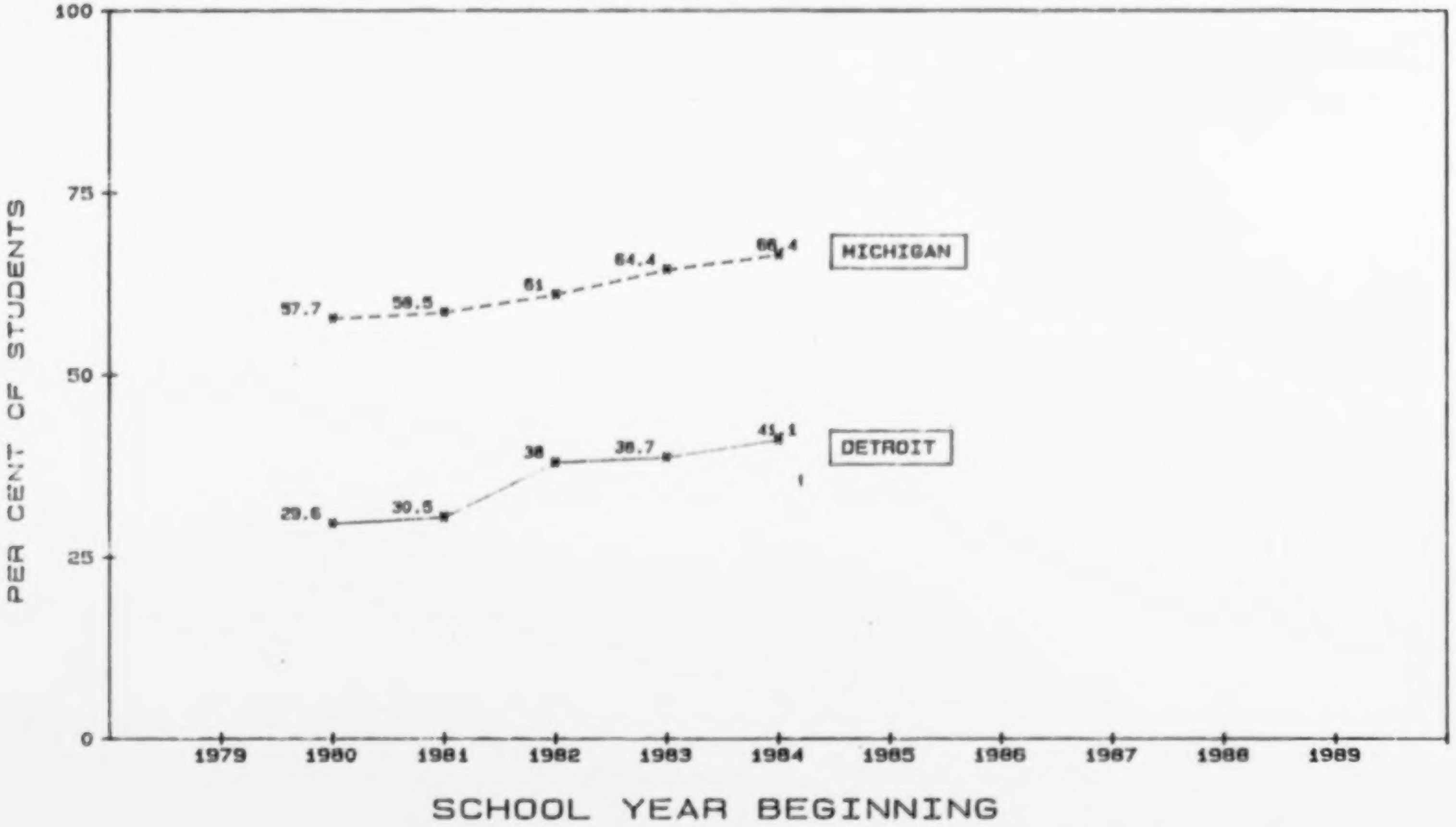


* CATEGORY IV is the percent of students attaining approx. 3/4 or more objectives.

NOTE: Due to new version, 1979 figures are not shown for comparison.

H-18
Rev 1/25/85

FIGURE 84-H-6
MEAP MATH, CATEGORY IV*, GRADE 10
DETROIT/MICHIGAN COMPARISON
1979-89



* CATEGORY IV is the percent of students attaining approx. 3/4 or more objectives.

NOTE: Due to new version, 1979 figures are not shown for comparison.

TABLE 84-H-7
PERCENTS OF PUPILS ATTAINING INDICATED PROPORTIONS OF OBJECTIVES ON THE MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM TEST, 1980-1983*

Grade	No. of Pupils	Year	CATEGORIES OF ACHIEVEMENT							
			Reading				Mathematics			
			I	II	III	IV	I	II	III	IV
4	14398	1983	9.8	16.9	20.4	52.8	2.0	8.0	23.1	66.9
	16515	1982	8.6	15.4	19.4	56.6	2.2	7.6	24.0	66.1
	16719	1981	11.4	17.9	19.8	50.9	3.3	10.1	25.9	60.7
	17841	1980	14.2	19.9	20.4	45.5	4.0	13.1	29.2	53.7
7	16044	1983	4.0	15.5	22.6	57.9	2.9	15.5	38.6	42.9
	15766	1982	3.7	16.2	22.0	58.1	3.1	16.6	40.0	40.3
	15083	1981	5.9	19.1	22.5	52.5	4.9	20.9	39.8	34.4
	15502	1980	6.1	19.4	22.4	52.1	6.7	23.1	39.7	30.4
10	10654	1983	3.0	12.6	22.9	61.5	7.0	21.6	32.7	38.7
	11141	1982	3.4	14.0	23.4	59.2	7.6	22.1	32.3	38.0
	11862	1981	3.8	17.1	24.1	55.1	9.8	26.8	33.0	30.5
	12574	1980	5.9	17.5	25.6	51.0	14.7	24.4	31.3	29.6

*Category IV (highest) contains the percent of students who attained approximately 3/4 or more of the objectives; Category III contains the percent of students who attained roughly 1/2 to 3/4 of the objectives; Category II contains the percent of students who attained about 1/4 to 1/2 of the objectives; while Category I (lowest) contains the percent of students who attained approximately 1/4 or less of the objectives.

SOURCE:

Department of Evaluation and Testing, July, 1984

TABLE 84-H-8

MEAP READING, CATEGORY IV, GRADE 10
HIGH SCHOOL RANKS, BY PERCENT OF STUDENTS
1983-84

Rank	High School	Percent %
1	Renaissance	99.4
2	Cass Tech	94.4
3	Davis Vocational	72.7
4	Southwestern	69.4
5	Mumford	67.9
6	M. L. King	67.8
7	Murray Wright	64.8
8	Cooley	64.3
9	Northwestern	62.1
10	Osborn	59.7
11	Henry Ford	58.4
12	Central	58.1
13	Western	58.1
14	Mackenzie	57.8
15	Denby	55.6
16	Codey	53.8
17	Redford	53.3
18	Chadsey	51.8
19	Pershing	51.5
20	Northern	49.8
21	Finney	49.3
22	Kettering	46.8
23	Southeastern	40.5

SOURCE:

Department of Testing and Evaluation

TABLE 84-H-9

MEAP MATHEMATICS, CATEGORY IV, GRADE 10
HIGH SCHOOL RANKS, BY PERCENT OF STUDENTS
1983-84

Rank	High School	Percent %
1	Renaissance	100.0
2	Cass Tech	92.5
3	Davis Vocational	45.5
4	Western	42.3
5	Chadsey	41.0
6	Redford	39.9
7	M. L. King	38.2
8	Murray Wright	38.0
9	Henry Ford	36.4
10	Northwestern	35.3
11	Cody	34.4
12	Central	33.5
13	Cooley	33.3
14	Mumford	32.9
15	Pershing	32.3
16	Osborn	32.2
17	Denby	28.4
18	Southwestern	27.7
19	Northern	27.6
20	Mackenzie	25.8
21	Southeastern	25.5
22	Kettering	23.0
23	Finney	22.4

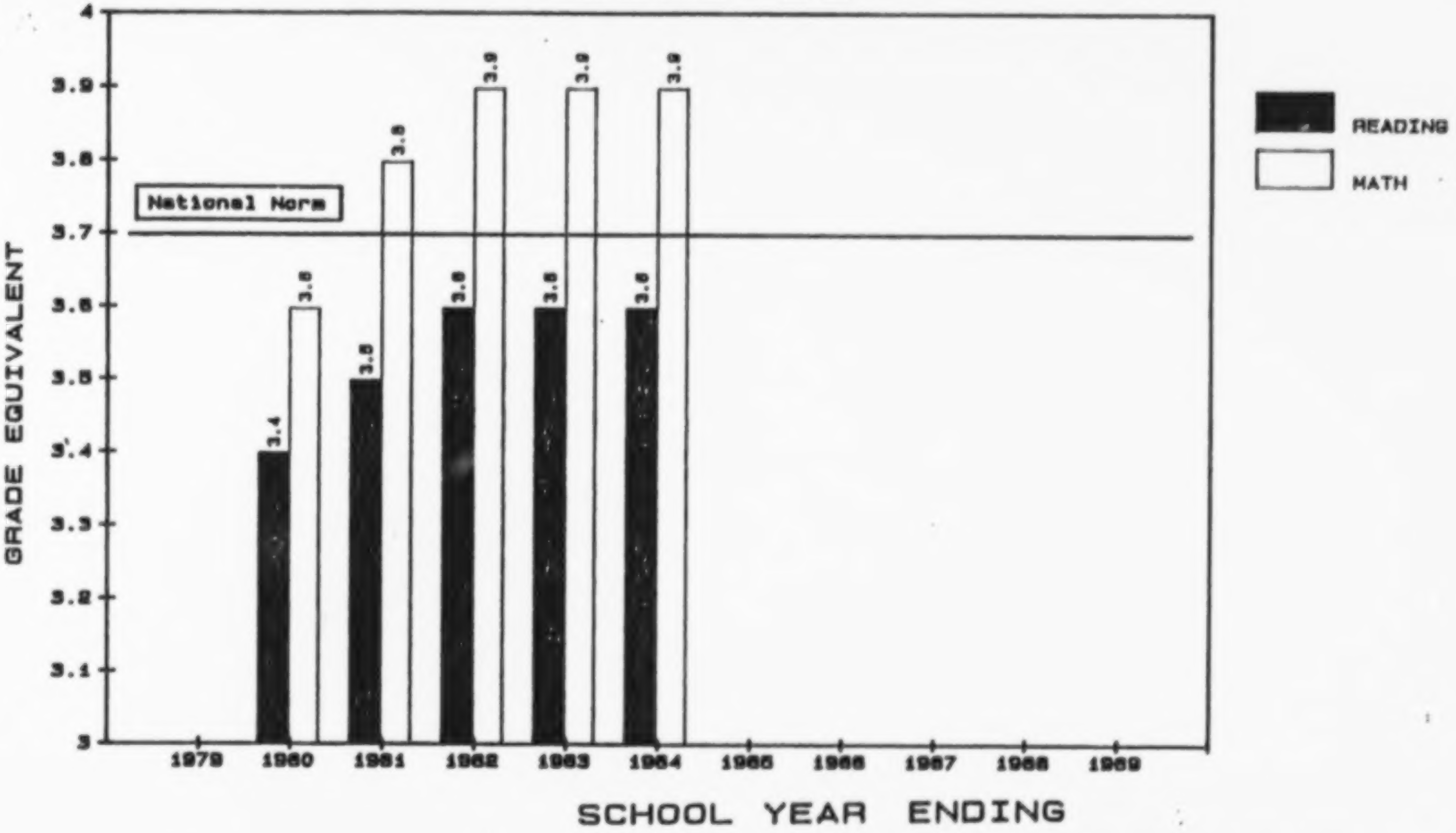
SOURCE:

Department of Testing and Evaluation

CALIFORNIA ACHIEVEMENT TESTS (CAT)

FIGURE 84-H-10

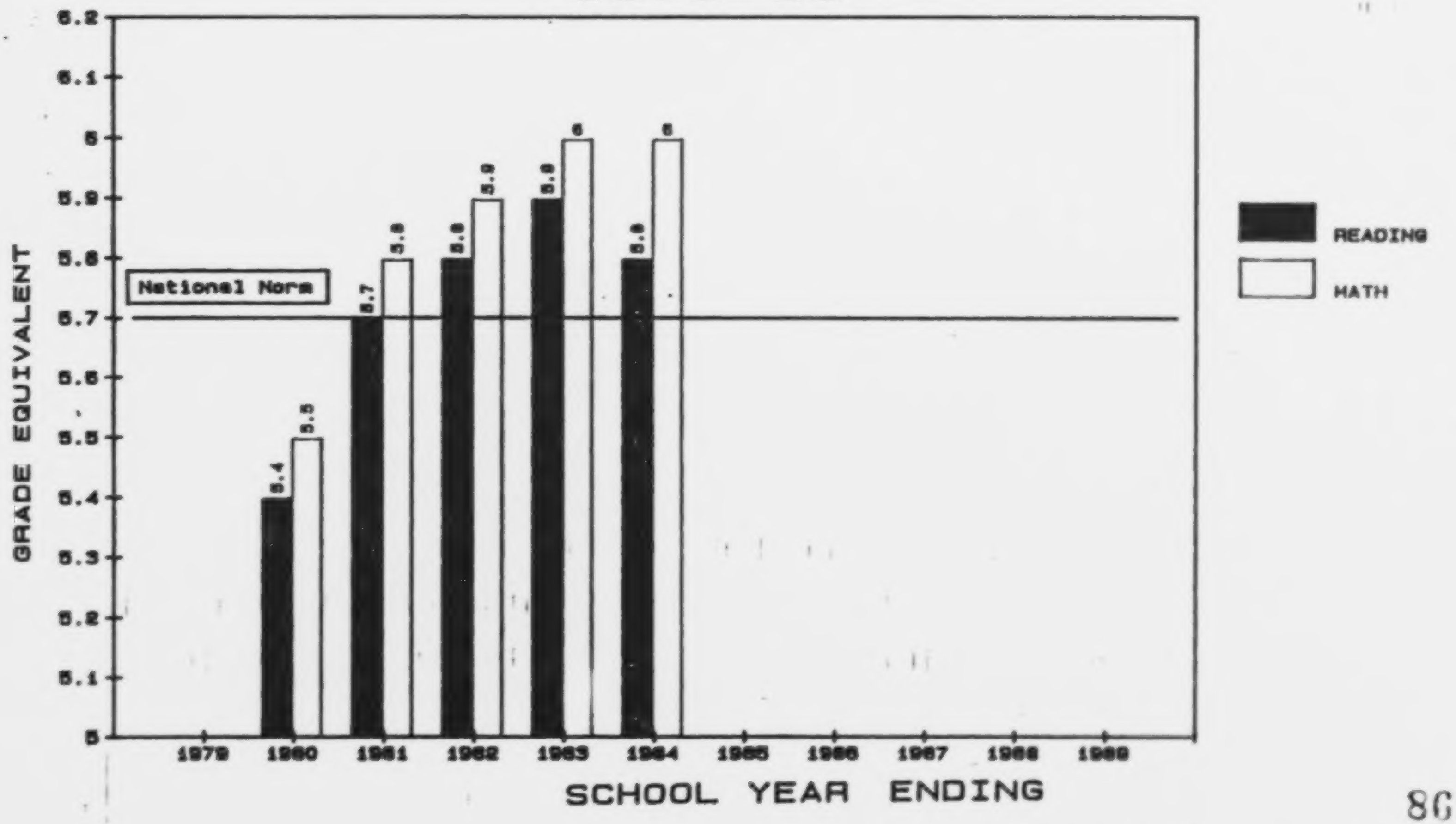
CAT READING AND MATH, GRADE 3
DETROIT/NATIONAL COMPARISON
1979-89



NOTE: CAT was not given in 1979 for this grade.

FIGURE 84-H-11

CAT READING AND MATH, GRADE 5
DETROIT/NATIONAL COMPARISON
1979-89



NOTE: CAT was not given in 1979 for this grade.

FIGURE 84-H-12

CAT READING AND MATH, GRADE 8
DETROIT/NATIONAL COMPARISON
1979-89

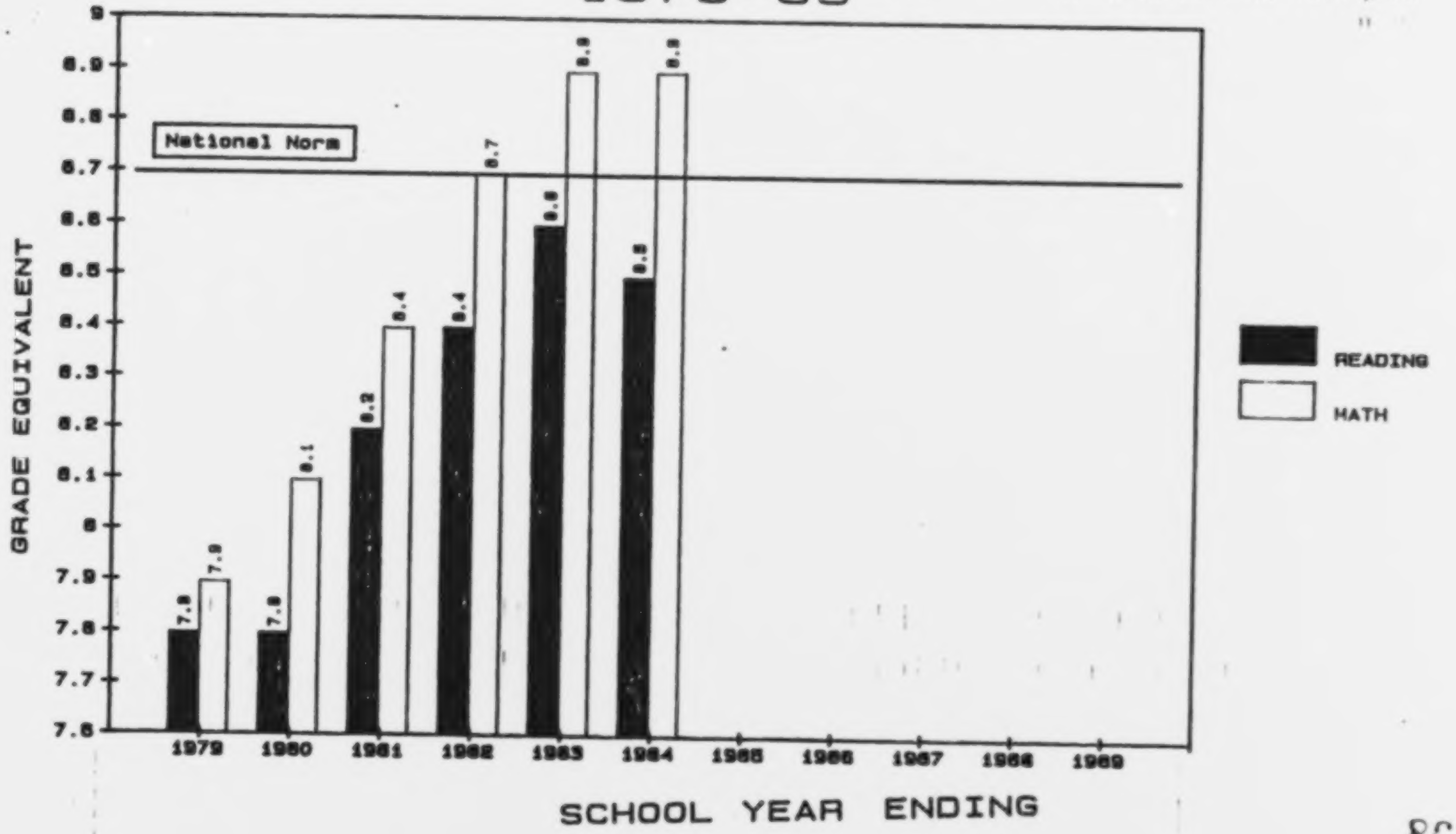


FIGURE 84-H-13

CAT READING AND MATH, GRADE 11A
DETROIT/NATIONAL COMPARISON
1979-89

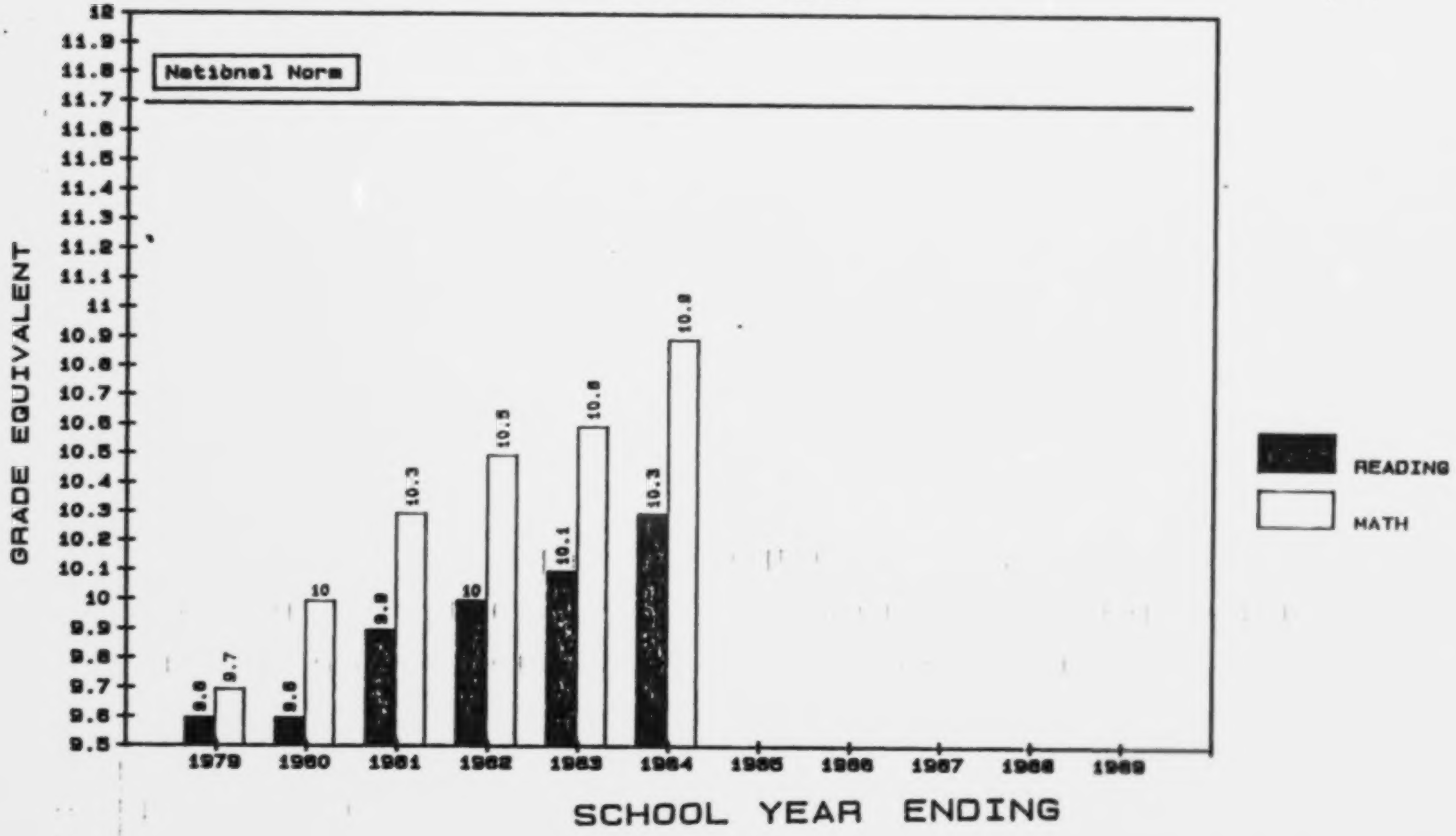


TABLE 84-H-14
CALIFORNIA ACHIEVEMENT TESTS (CAT)
READING, GRADE 11A
BY HIGH SCHOOL

SCHOOL	*MEAN GRADE EQUIVALENT										
	79-80	80-81	81-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90
Cass											
Central											
Chadsey											
Cody											
Cooley											
Denby											
Finney											
Ford											
Kettering											
King											
Mackenzie											
Mumford											
Murray Wright											
Northern											
Northwestern											
Osborn											
Pershing											
Redford											
Renaissance											
Southeastern											
Southwestern											
Western											
District											

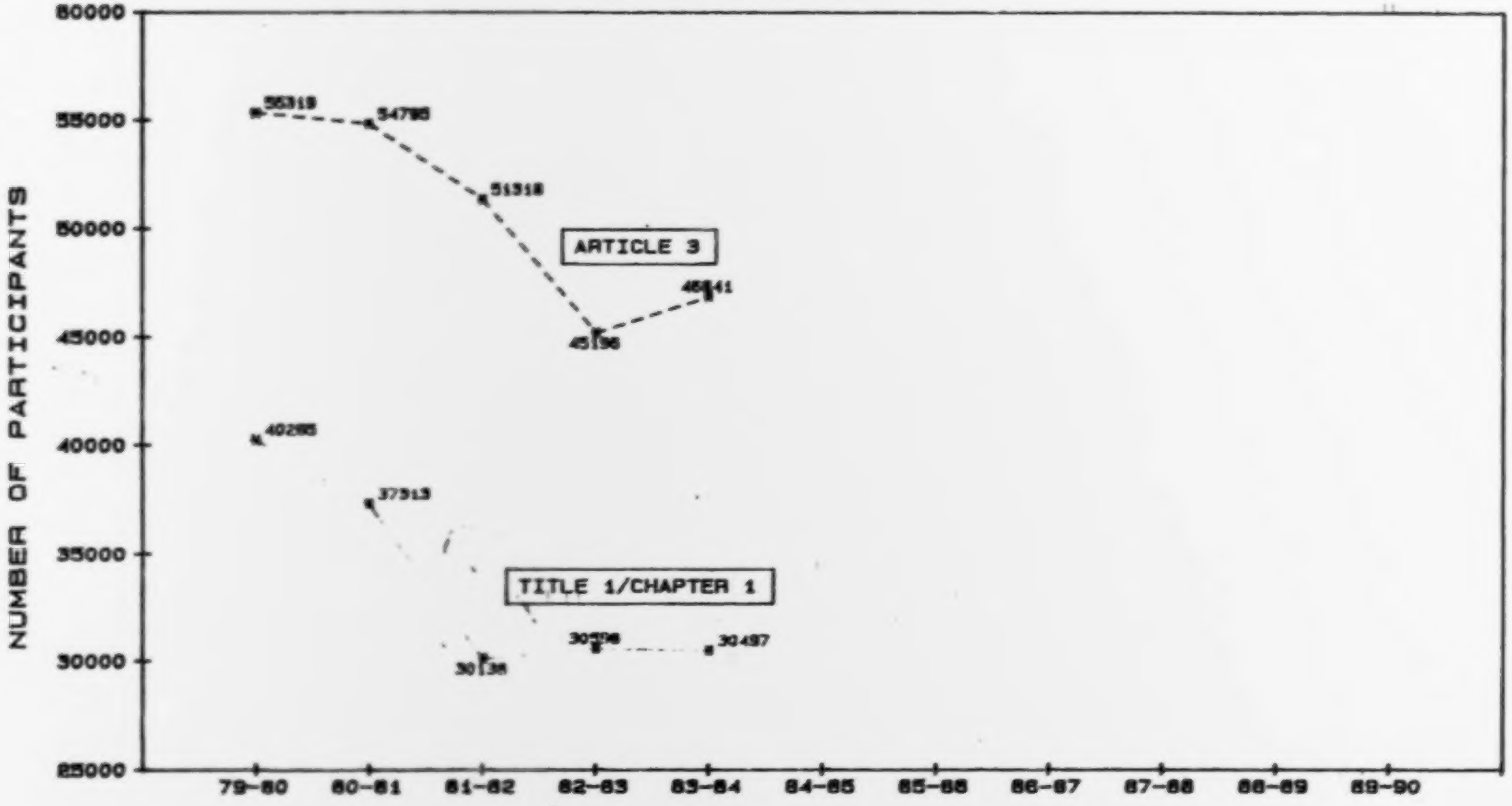
NOTE: Data are not compiled in this manner.

TABLE 84-H-15
CALIFORNIA ACHIEVEMENT TESTS (CAT)
MATHEMATICS, GRADE 11A
BY HIGH SCHOOL

SCHOOL	*MEAN GRADE EQUIVALENT										
	79-80	80-81	81-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90
Cass											
Central											
Chadsey											
Cody											
Cooley											
Denby											
Finney											
Ford											
Kettering											
King											
Mackenzie											
Mumford											
Murray Wright											
Northern											
Northwestern											
Osborn											
Pershing											
Redford											
Renaissance											
Southeastern											
Southwestern											
Western											
District											

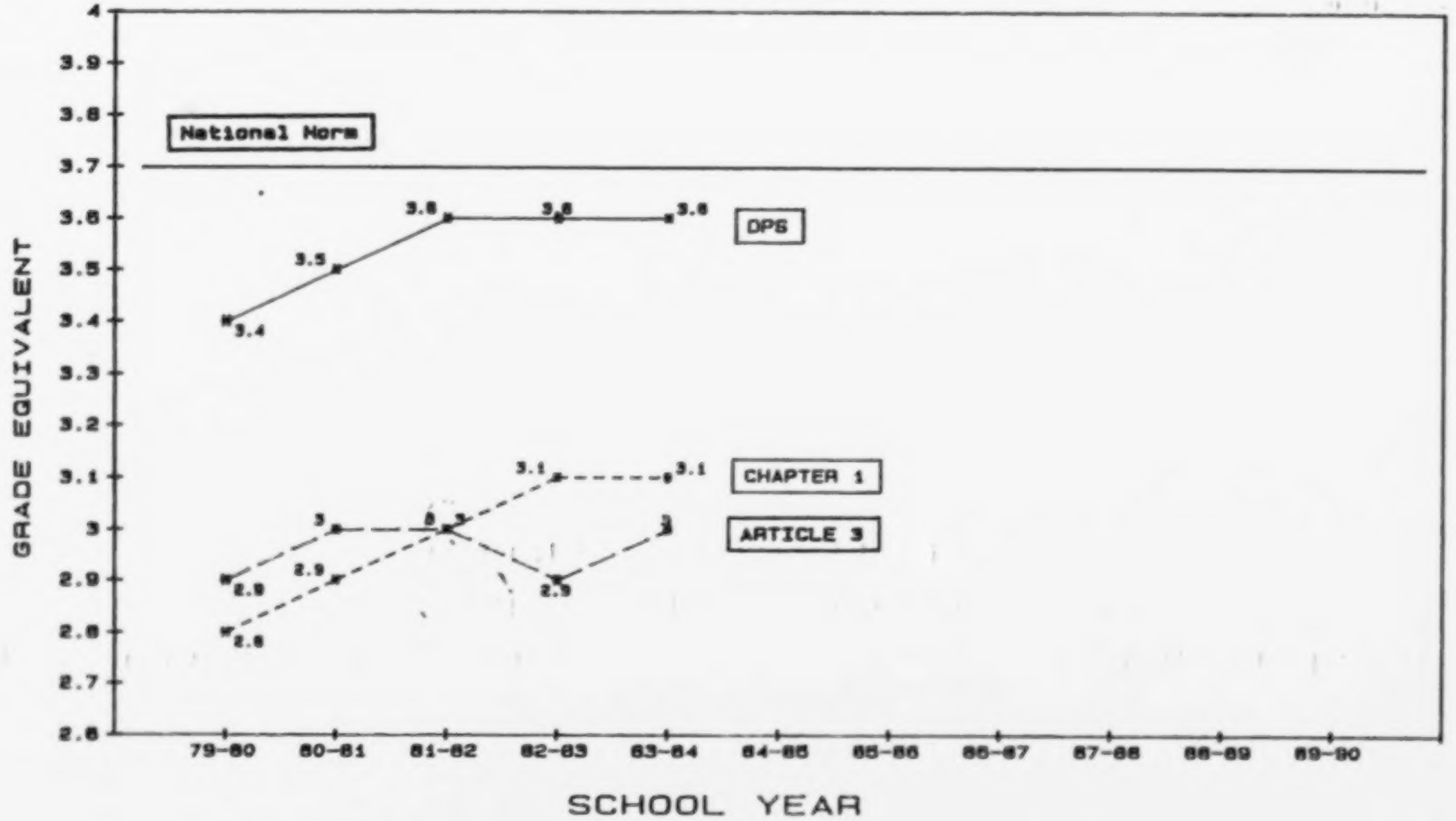
NOTE: Data are not compiled in this manner.

FIGURE 84-H-16
NUMBER OF COMPENSATORY EDUCATION PARTICIPANTS
1979-89



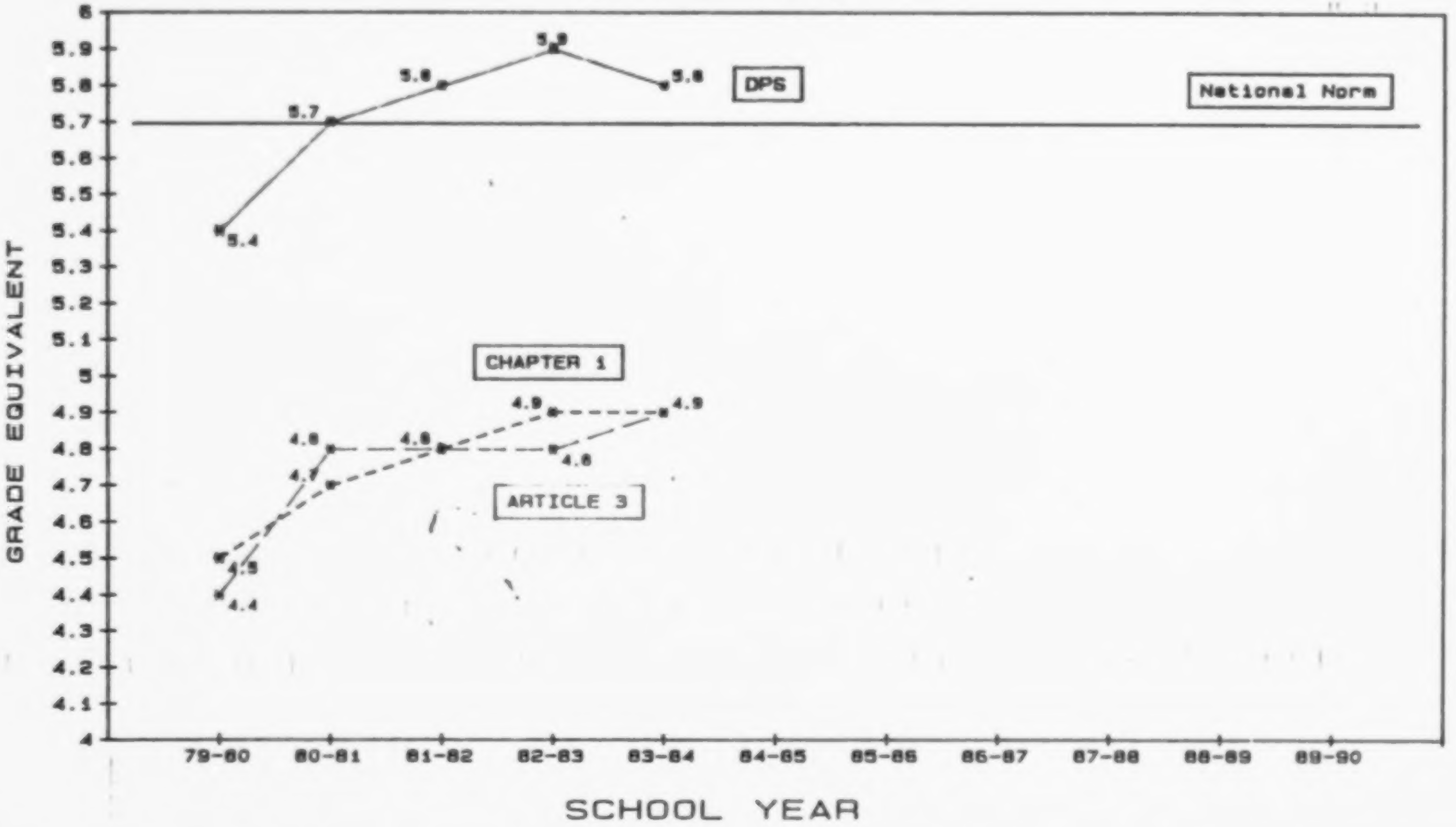
NOTE: Some students participate in both Article 3 and Chapter 1 programs.

FIGURE 84-H-17
CAT READING, GRADE 3
DPS/COMPENSATORY EDUCATION COMPARISON
1979-89



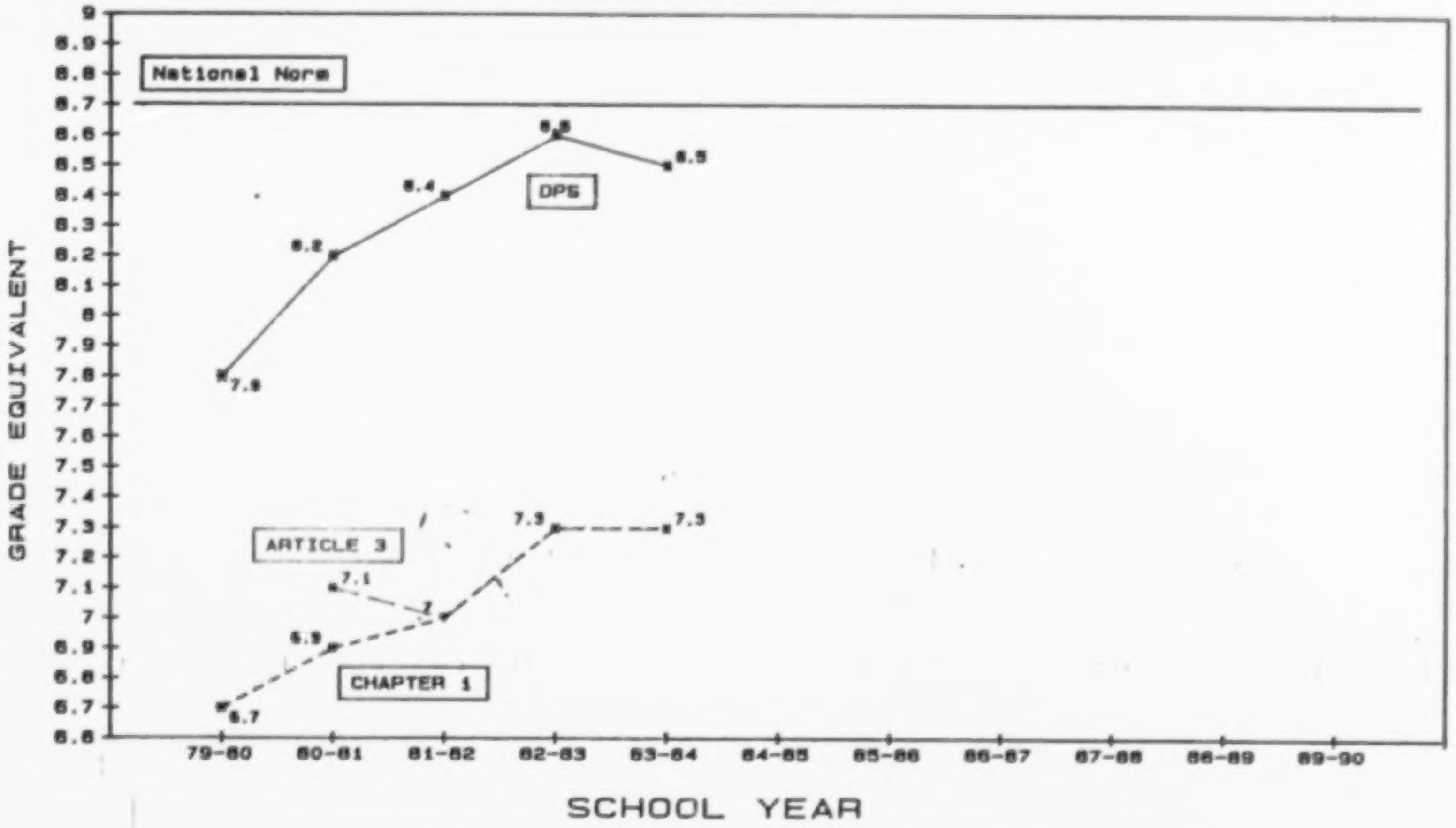
NOTE: DPS scores include all pupils. Article 3 scores may include Chap. 1 pupils and vice versa.

FIGURE 84-H-18
CAT READING, GRADE 5
DPS/COMPENSATORY EDUCATION COMPARISON
1979-89



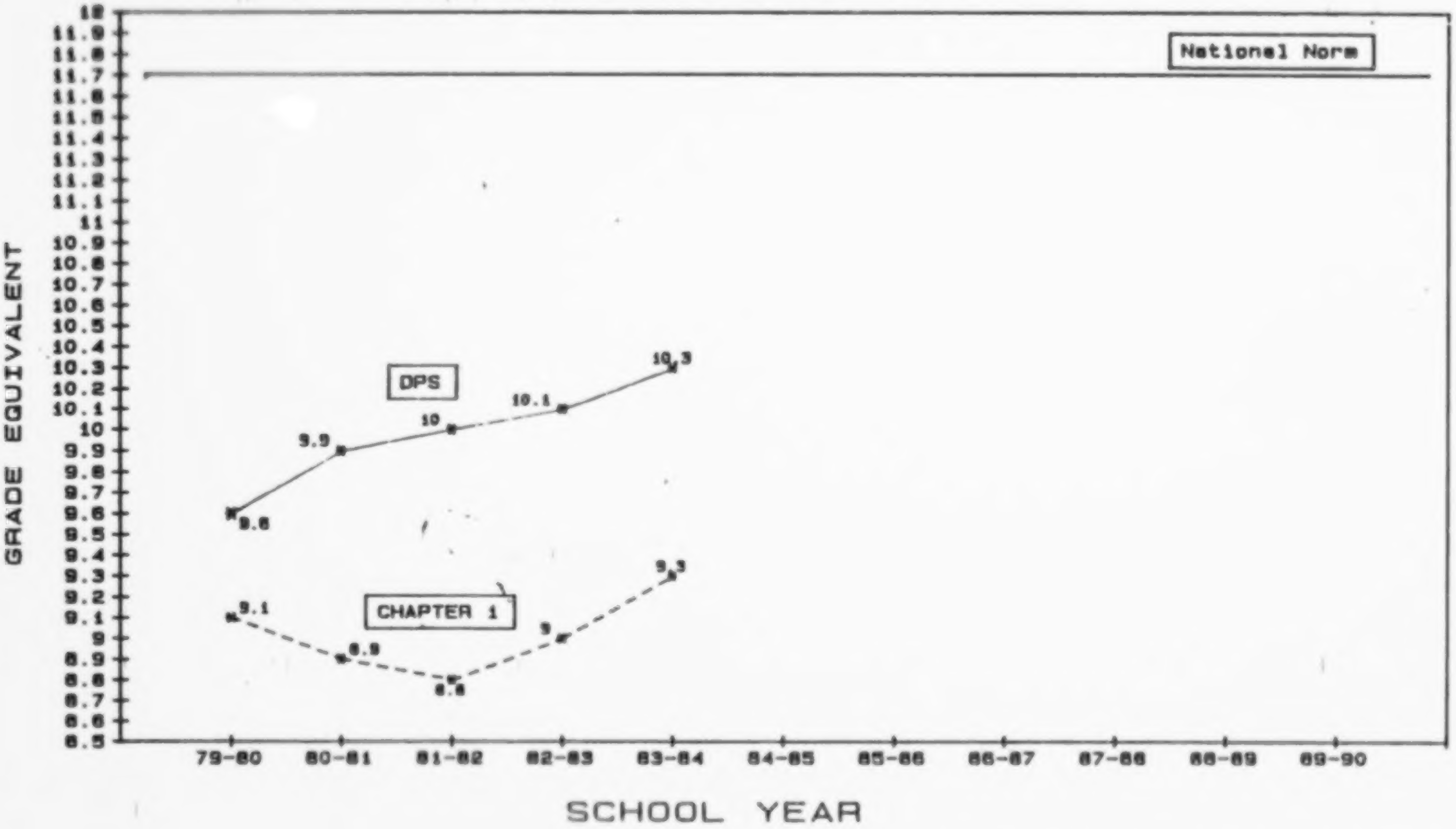
NOTE: DPS scores include all pupils. Article 3 scores may include Chap. 1 pupils and vice versa.

FIGURE 84-H-19
CAT READING, GRADE 8
DPS/COMPENSATORY EDUCATION COMPARISON
1979-89



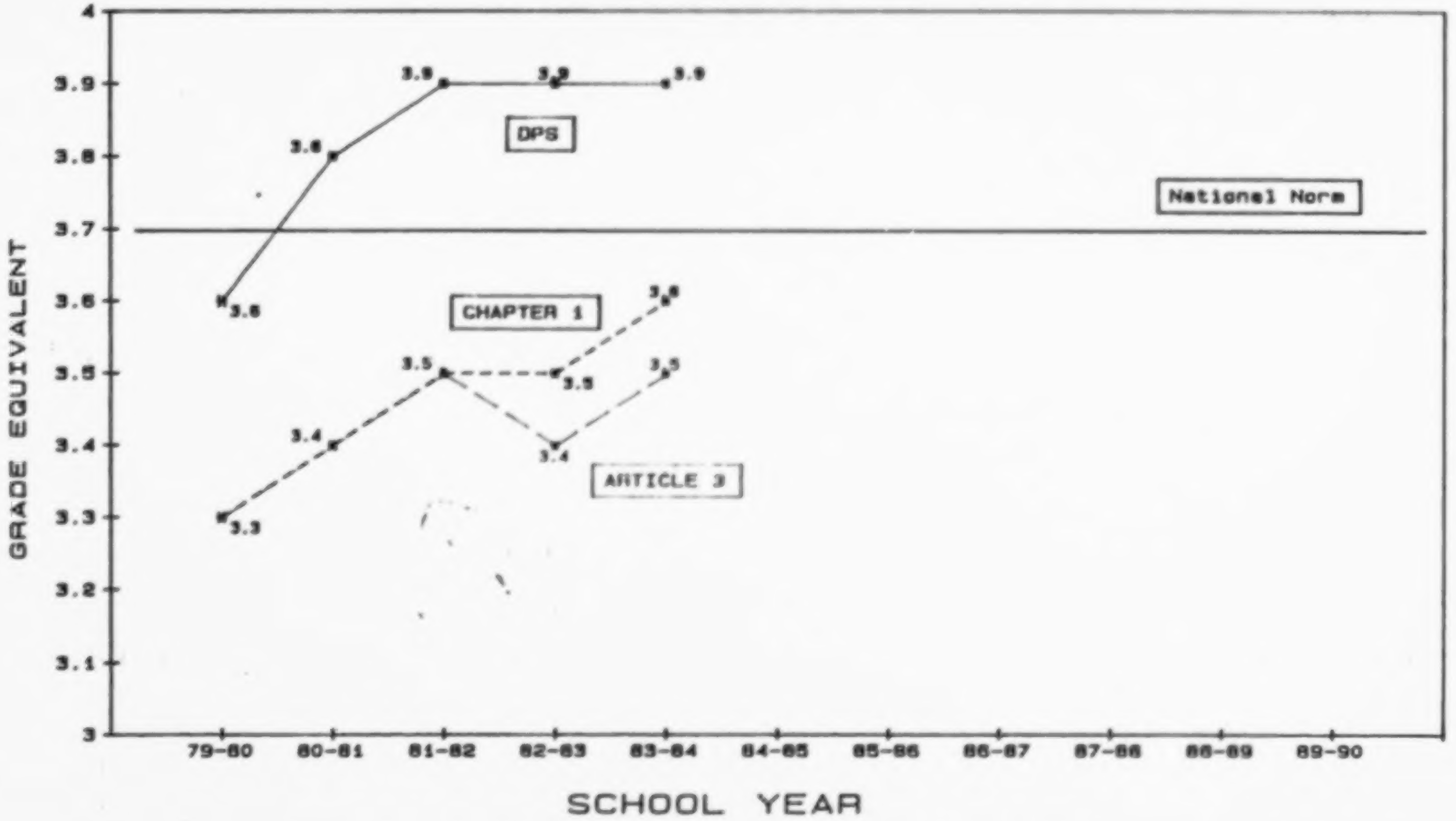
NOTE: DPS scores include all pupils. Article 3 scores may include Chap. 1 pupils and vice versa.
The 1979-80 Article 3 score is not valid for comparison.

FIGURE 84-H-20
CAT READING, GRADE 11A
DPS/COMPENSATORY EDUCATION COMPARISON
1979-89



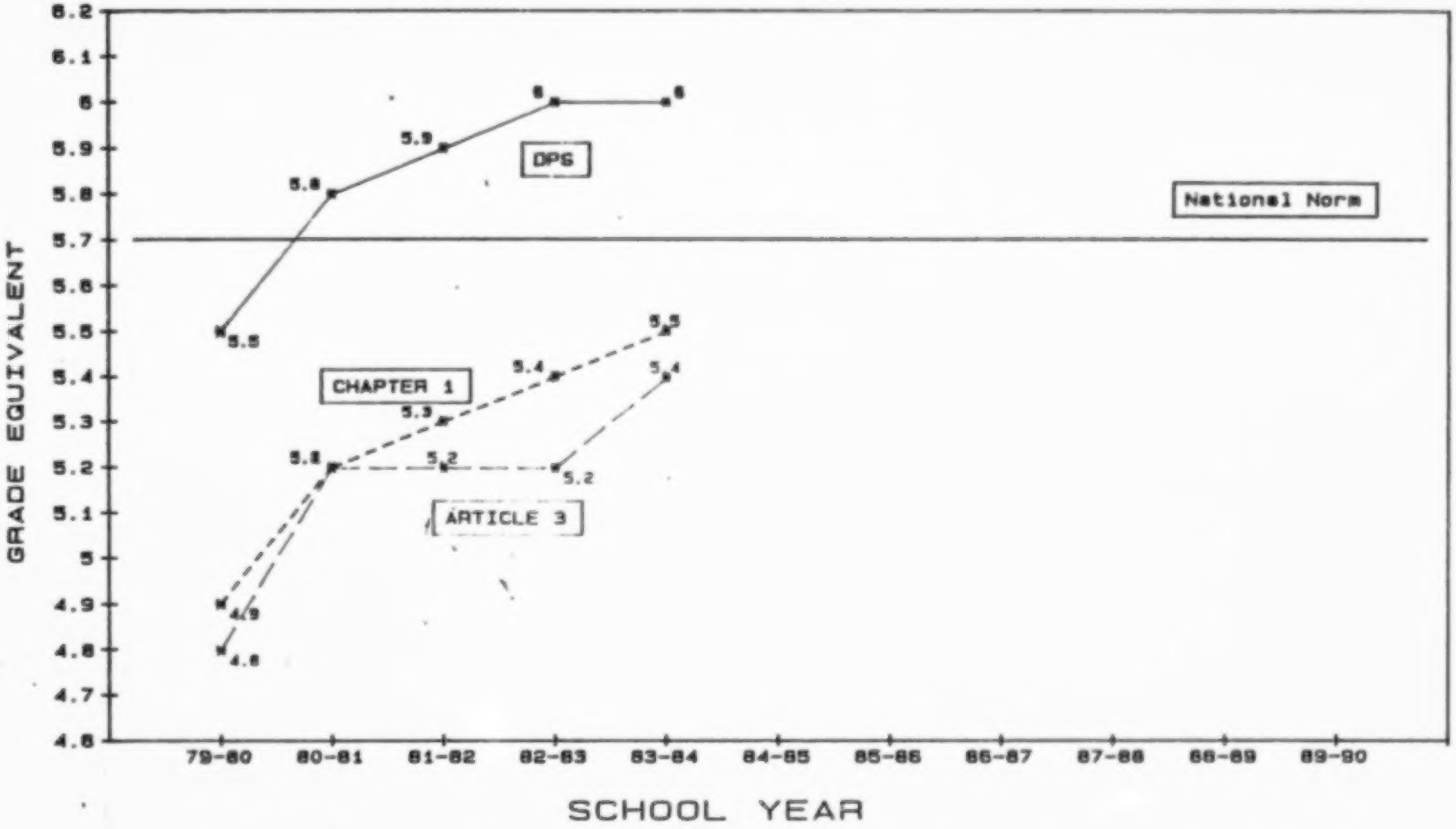
NOTE: The DPS scores include all students.

FIGURE 84-H-21
CAT MATH, GRADE 3
DPS/COMPENSATORY EDUCATION COMPARISON
1979-89



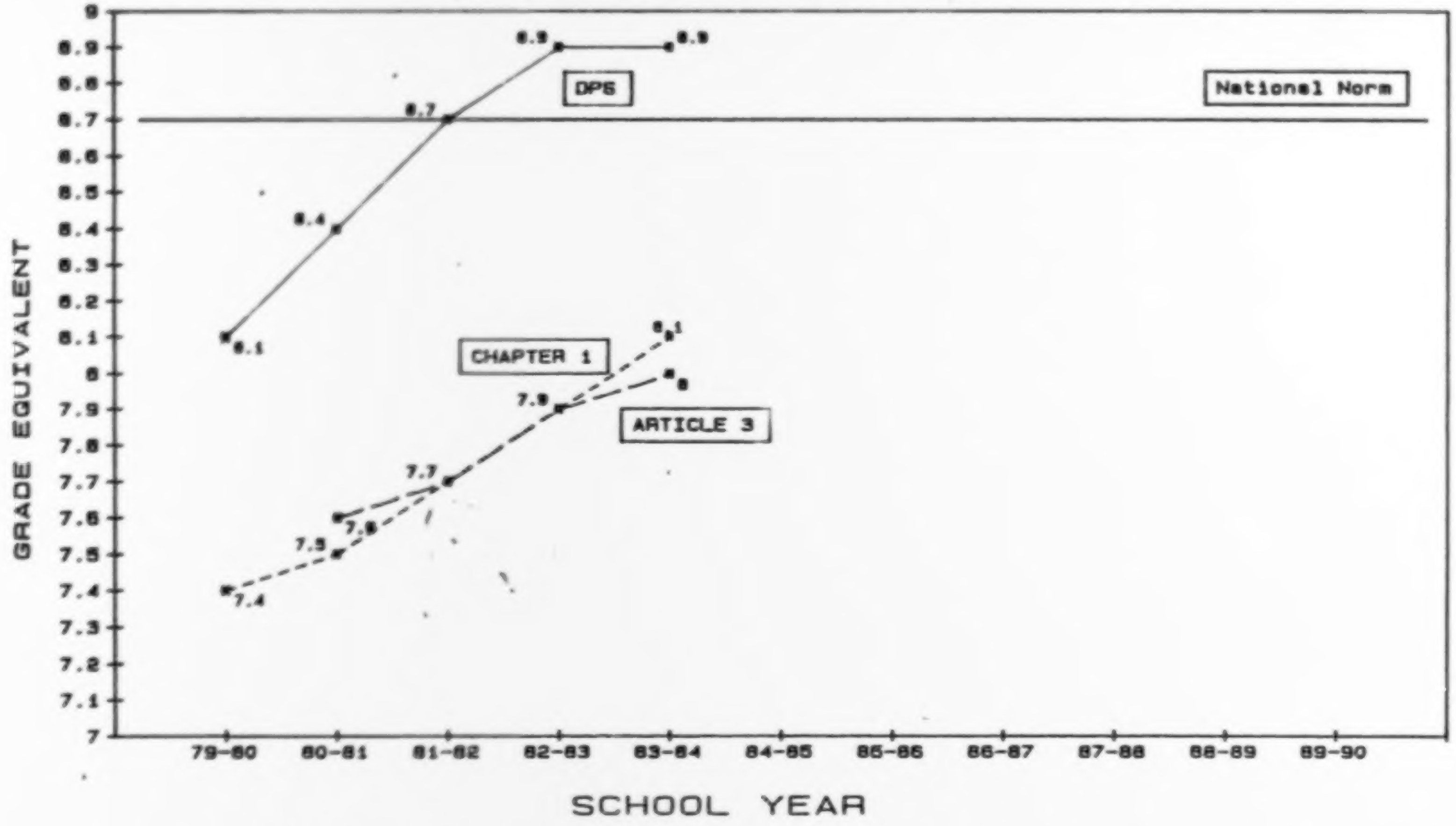
NOTE: DPS scores include all pupils. Article 3 scores may include Chap. 1 pupils and vice versa.

FIGURE 84-H-22
CAT MATH, GRADE 5
DPS/COMPENSATORY EDUCATION COMPARISON
1979-89



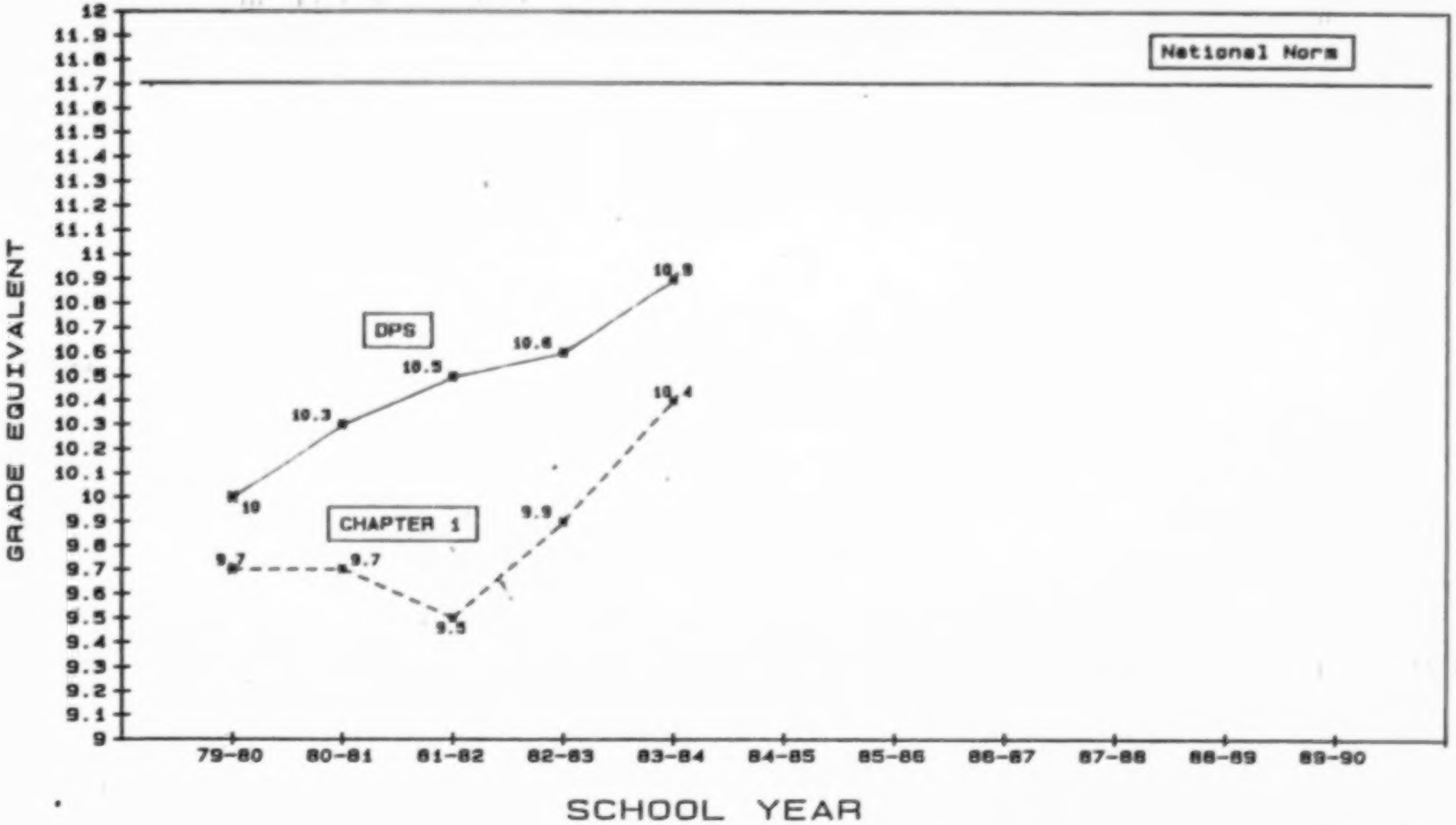
NOTE: DPS scores include all pupils. Article 3 scores may include Chap. 1 pupils and vice versa.

FIGURE 84-H-23
CAT MATH, GRADE 8
DPS/COMPENSATORY EDUCATION COMPARISON
1979-89



NOTE: DPS scores include all pupils. Article 3 scores may include Chap. 1 pupils and vice versa.
The 1979-80 Article 3 score is not valid for comparison.

FIGURE 84-H-24
CAT MATH, GRADE 11A
DPS/COMPENSATORY EDUCATION COMPARISON
1979-89



NOTE: The DPS scores include all students.

ASSESSMENT OF BASIC CURRICULUM SKILLS (ABCS) TEST

TABLE 84-H-25
PERCENTS OF STUDENTS ATTAINING MASTERY (80%) ON THE ASSESSMENT OF BASIC CURRICULUM SKILLS (ABCS) TEST
1983-84

PERCENTS OF STUDENTS ATTAINING MASTERY ON THE ASSESSMENT OF BASIC SKILLS TEST

CONTENT AREA	GRADE							
	PU-1	PU-2	3	4	5	6	7	8
READING								
Decoding	91	89						
Vocabulary		80	92	73	45	50	50	81
Levels of Reality	61	70	89	38	44	56	67	52
Main Idea	24	56	70	62	57	55	71	69
Details	68	75	78	61	60	53	74	80
Sequence	53	44	40	56	71	65	57	64
Cause and Effect		72	86	77	77	63	61	50
Generalizing	85	65	87	53	65	49	79	82
Drawing Conclusions	34	62	52	52	68	41	51	45
Inference	48	63	47	51	61	62	62	75
Reference Materials						38	55	58
WRITING								
First Name	93							
First and Last Name	91	94	94					
Street Address		81	83					
City and State			79					
Sentence Development	59	66	60	66	71			
Writing Conventions	51	55	52	55	61	64	24	42
Spelling		75	66	38	37	28	30	30
Grammar and Word Usage			45	32	28	54	22	6
Paragraph Development				54	61	41	42	48
MATHEMATICS								
Operations	47	69	39	31	21	14	17	11
Numeration	54	26	49	17	51	6	10	6
Estimation	37	45	22	29	33	13	11	10
Patterns	46	39	38	16	20	19	5	9
Geometry	59	77	39	27	8	8	5	9
Measurement	72	73	39	41	26	25	5	9
Sets and Logic	82	62	61	18	35	23	13	17
Functions and Relations	31	57	25	22	16	18	3	4
Statistics and Probability	69	82	23	27	20	21	8	6
NUMBER OF STUDENTS TESTED	15301	14398	14565	14220	15444	15715	15644	14100

SOURCE:

Department of Testing and Evaluation, October 4, 1984

TABLE 84-26

PERCENTS OF STUDENTS ATTAINING MASTERY (80%) ON THE ASSESSMENT OF BASIC CURRICULUM SKILLS (ABCS) TESTS

19832-83

PERCENTS OF STUDENTS ATTAINING MASTERY ON THE ASSESSMENT OF BASIC SKILLS TEST

CONTENT AREA	GRADE							
	PU-1	PU-2	3	4	5	6	7	8
READING								
Decoding	89	86						
Vocabulary		75	91	71	40			
Levels of Reality	54	61	87	35	42			
Main Idea	20	50	67	59	54			
Details	66	70	75	53	56			
Sequence	46	38	34	52	68			
Cause and Effect		67	84	74	74			
Generalizing	77	57	83	49	63			
Drawing Conclusions	27	56	47	46	66			
Inference	43	60	45	45	57			
Reference Materials								
WRITING								
First Name	90							
First and Last Name	83	91	91					
Street Address		74	74					
City and State			68					
Sentence Development	64	67	56	59	63			
Writing Conventions	42	37	24	50	57			
Spelling		83	79	34	54			
Grammar and Word Usage			46	26	23			
Paragraph Development				48	56			
MATHEMATICS								
Operations	42	68	38	30	19			
Numeration	49	20	45	13	45			
Estimation	30	36	17	24	27			
Patterns	40	30	33	12	17			
Geometry	52	66	33	21	6			
Measurement	66	69	33	34	22			
Sets and Logic	80	54	57	13	34			
Functions and Relations	25	49	22	17	12			
Statistics and Probability	60	79	19	23	17			
NUMBER OF STUDENTS TESTED								

SOURCE:

Depart[illegible]t of Testing and Evaluation, October 4, 1984

TABLE 84-H-27

PERCENTS OF STUDENTS ATTAINING MASTERY (60%) ON THE ASSESSMENT OF BASIC CURRICULUM SKILLS (ABCS) TESTS

1983-84

PERCENTS OF STUDENTS ATTAINING MASTERY ON THE ASSESSMENT OF BASIC SKILLS TEST

CONTENT AREA	GRADE							
	PU-1	PU-2	3	4	5	6	7	8
READING								
Decoding	97	96						
Vocabulary		88	95	87	70	76	75	92
Levels of Reality	75	78	95	53	55	68	76	69
Main Idea	44	73	85	82	80	75	87	85
Details	81	86	89	78	81	75	88	91
Sequence	69	62	62	76	84	77	78	81
Cause and Effect		81	91	86	87	81	80	74
Generalizing	89	78	90	72	81	67	88	90
Drawing Conclusions	49	74	69	68	80	65	75	68
Inference	68	76	73	70	76	82	82	87
Reference Materials						57	74	77
WRITING								
First Name	93							
First and Last Name	91	94	94					
Street Address		81	83					
City and State			79					
Sentence Development	70	78	74	80	84			
Writing Conventions	64	69	68	77	81	81	54	69
Spelling		87	80	54	55	48	47	50
Grammar and Word Usage			64	50	49	75	47	31
Paragraph Development				54	61	41	42	48
MATHEMATICS								
Operations	65	85	61	58	51	35	37	28
Numeration	77	68	74	39	71	18	23	17
Estimation	60	63	44	47	57	35	29	23
Patterns	67	60	63	34	43	39	17	25
Geometry	75	90	66	51	28	23	19	26
Measurement	84	90	69	70	53	46	18	24
Sets and Logic	94	83	80	41	59	51	32	44
Functions and Relations	58	80	51	43	35	39	12	15
Statistics and Probability	85	93	44	49	42	41	25	23
NUMBER OF STUDENTS TESTED	15301	14398	14565	14220	15444	15715	15644	14100

SOURCE:

Department of Testing and Evaluation, October 4, 1984

NINTH GRADE COMMUNICATION SKILLS TEST

TABLE 84-H-28
PERCENTS OF DETROIT PUPILS ATTAINING MASTERY ON THE NINTH GRADE COMMUNICATION SKILLS TEST, 1978-83

Objective	78-79 (N=11922)	79-80 (N=12049)	80-81 (N=11919)	81-82 (N=11701)	82-83 (N=11395)	83-84 N=11492)
Written Directions	92.6	91.3	91.2	91.1	92.4	92.4
Defining Words in Context	68.5	63.8	63.2	65.3	68.6	69.1
Identifying Main Idea	55.9	69.0	69.2	68.1	71.4	71.4
Valid Inference	58.2	65.3	64.4	65.9	71.1	69.9
Using a Dictionary	73.4	58.5	59.1	59.4	61.6	60.8
Categorical Listings	74.9	82.5	82.9	82.6	85.6	85.3
Capitalization and Punctuation	52.6	54.3	56.0	56.1	60.8	59.2
Constructing a Sentence	61.9	63.7	64.2	63.1	66.3	65.7
Organizing a Paragraph	73.6	76.9	80.0	79.2	82.2	82.5
Mean		69.5	70.1	70.1	73.4	73.0

SOURCE:

Department of Evaluation and Testing, July, 1984

TABLE 84-H-29
NINTH GRADE COMMUNICATION SKILLS OBJECTIVE-REFERENCED TESTING PROGRAM
PRETEST SCORES IN PERCENTAGE OF STUDENTS WITH 75% (3 of 4) ITEMS CORRECT
1978-83

OBJECTIVES	City-Wide 1978-79 Pretest Scores	City-Wide 1979-80 Pretest Scores	City-Wide 1980-81 Pretest Scores	City-Wide 1981-82 Pretest Scores	City-Wide 1982-83 Pretest Scores	City-Wide 1983-84 Pretest Scores
Writen Directions	74.1	81.1	84.6	84.0	85.0	89.5
Defining Words in Context	45.6	50.6	53.2	54.8	56.5	59.1
Identifying a Main Idea	48.9	56.2	58.6	58.9	61.9	6.15
Valid Inference	42.5	52.1	54.2	55.1	58.6	59.0
Using a Dictionary	37.7	44.1	47.0	46.5	48.5	47.3
Categorical Listing	55.4	68.1	71.1	71.3	74.0	75.7
Capitalization and Punctuation	30.0	33.3	37.8	38.3	40.8	43.5
Constructing a Sentence	39.2	44.2	48.9	47.5	48.8	51.6
Organizing a Paragraph	43.0	6.19	67.4	67.8	70.3	71.5
MEAN	46.3	54.7	58.1	58.3	60.5	61.8

SOURCE:

Department of Evaluation and Testing, July, 1984

DETROIT HIGH SCHOOL PROFICIENCY EXAMINATION (DHSPE)

TABLE 84-H-30
PERCENT OF GRADUATES WITH ENDORSED DIPLOMAS, 1980-83

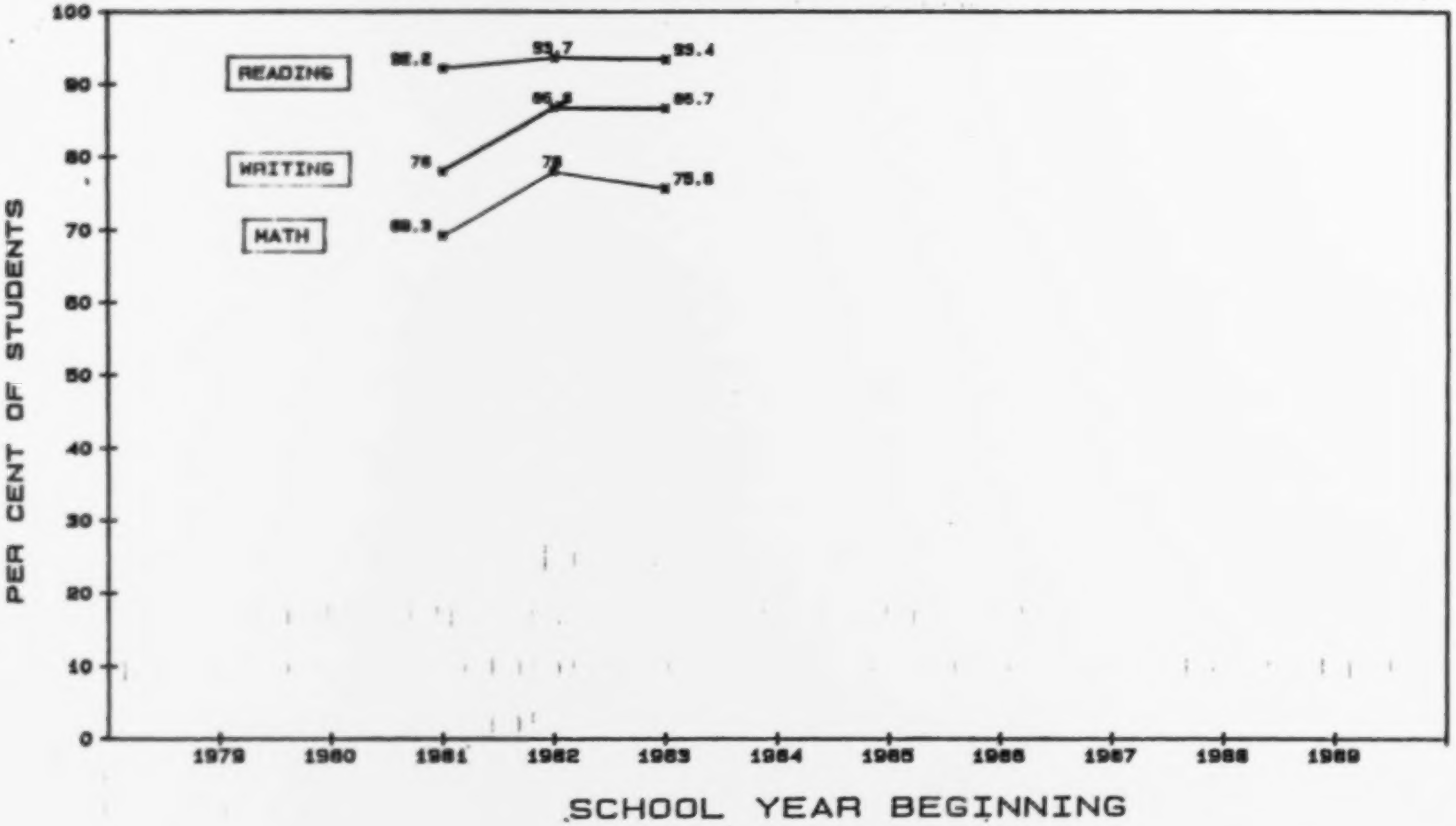
School	1980-81	1981-82	1982-83	1983-84
Cass	100%	100%	99%	99%
Central	70	53	66	68
Chadsey	71	66	69	69
Cody	73	73	75	75
Cooley	73	71	77	75
Davis	92	77	62	77
Denby	74	67	66	66
Finney	85	80	74	63
Ford	68	68	81	74
Kettering	59	71	71	68
King	68	61	74	64
Mackenzie	64	64	71	63
Mumford	69	70	81	75
Murray-Wright	64	68	59	72
Northeastern	61	60		
Northern	59	65	59	71
Northwestern	71	57	65	69
Osborn	77	78	76	63
Pershing	67	64	73	62
Redford	81	78	74	72
Renaissance	99	100	99	100
Southeastern	67	55	75	70
Southwestern	76	70	73	68
Western	68	71	62	75
City-Wide	74%	71%	77%	72.7%

SOURCE:

Department of Evaluation and Testing, July, 1984

FIGURE 84-H-31

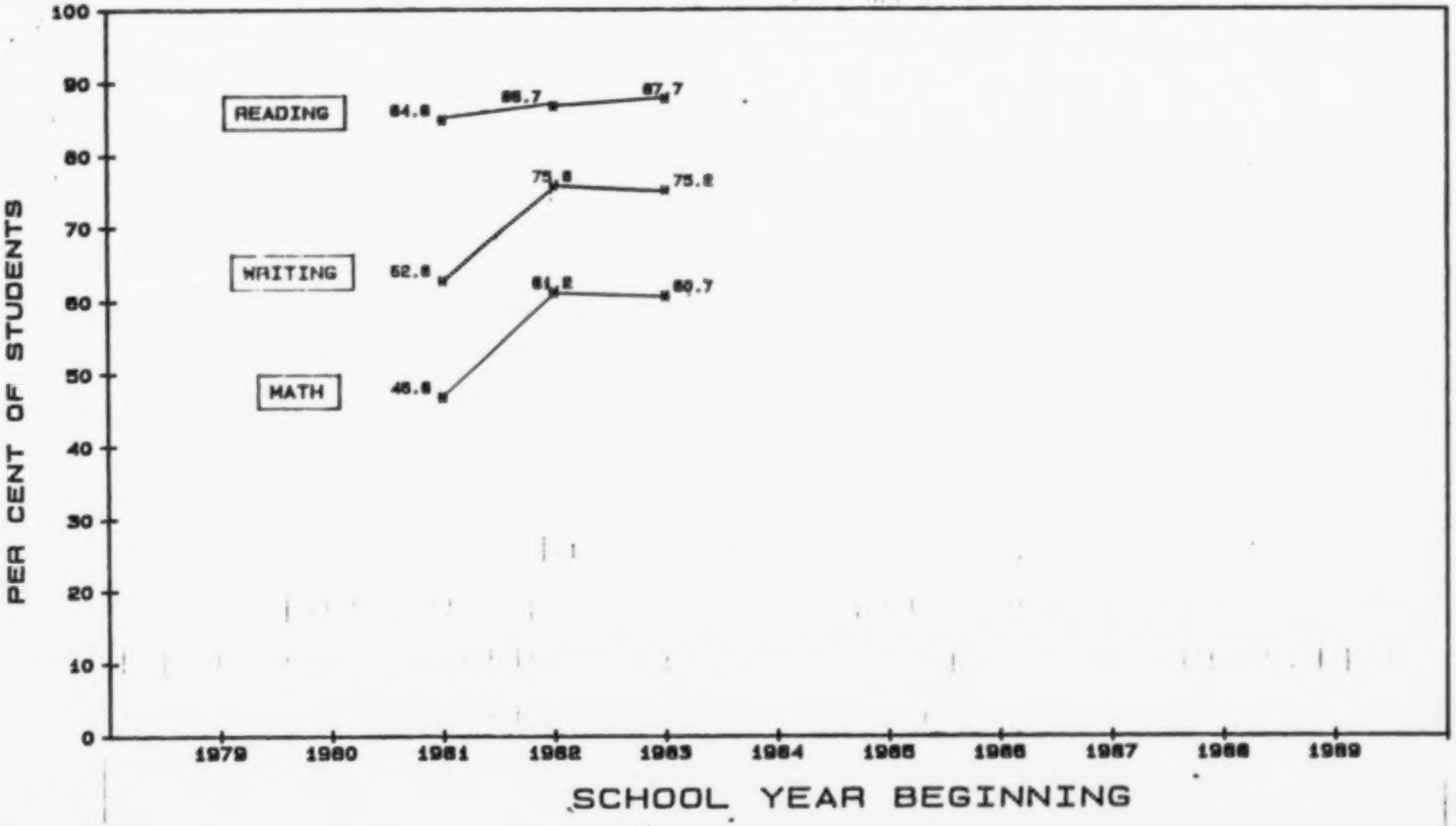
DHSPE BY CONTENT AREA
PERCENT OF STUDENTS ATTAINING MASTERY
GRADE 12, 1979-89



NOTE: Comparable data are not available for 1979 and 1980.

FIGURE 84-H-32

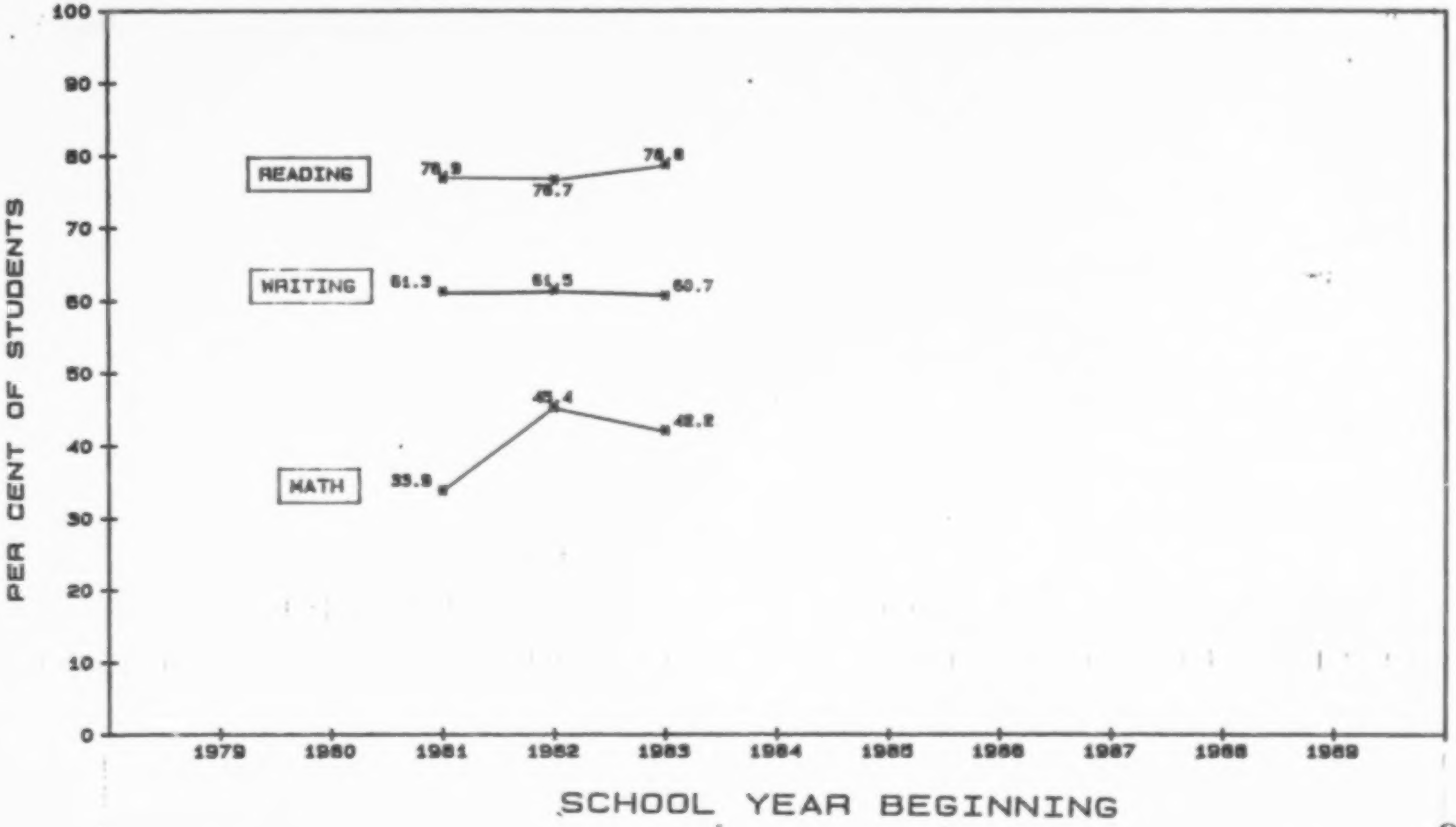
DHSPE BY CONTENT AREA
PERCENT OF STUDENTS ATTAINING MASTERY
GRADE 11, 1979-89



NOTE: Comparable data are not available for 1979 and 1980.

FIGURE 84-H-33

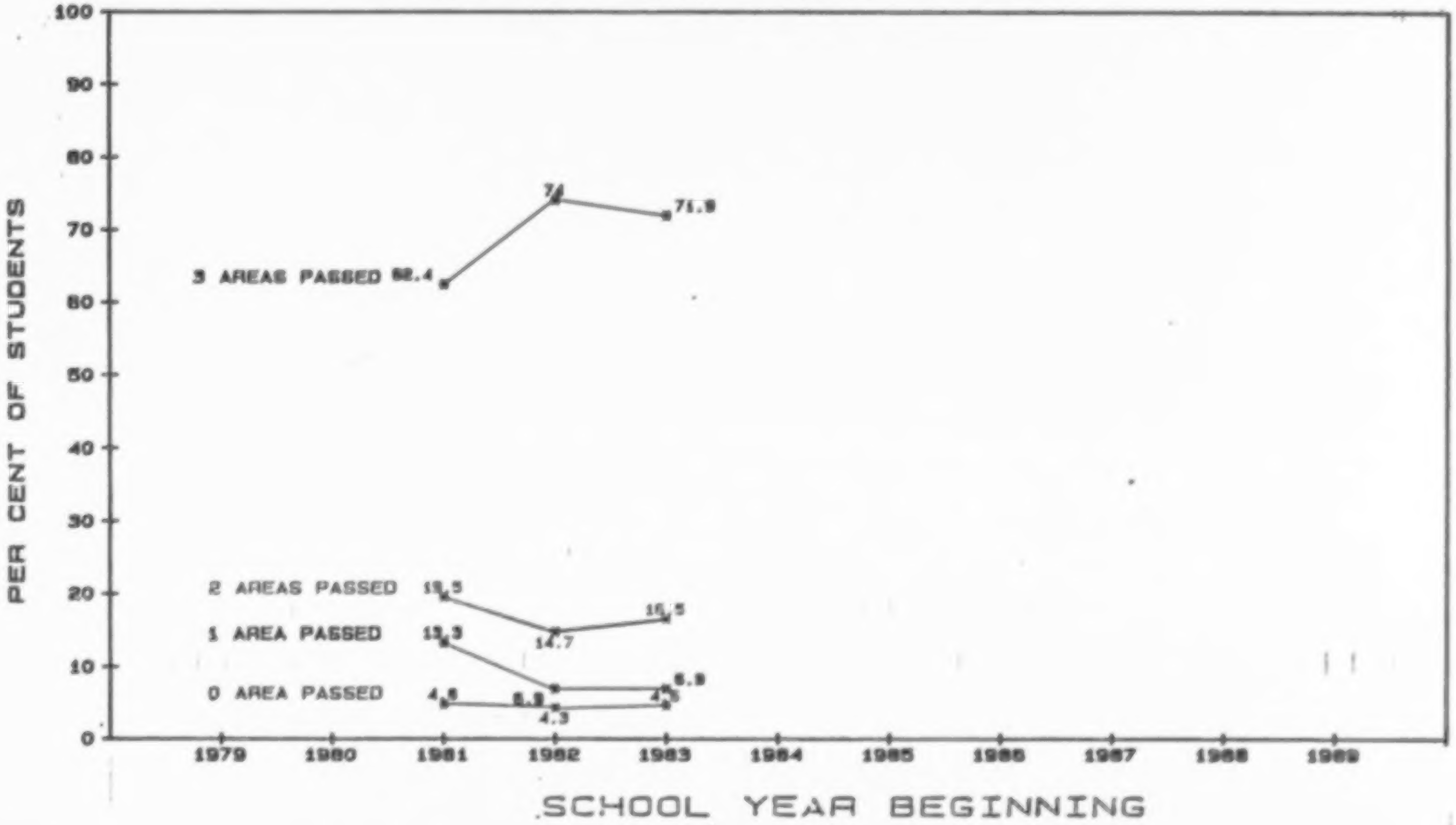
DHSPE BY CONTENT AREA
PERCENT OF STUDENTS ATTAINING MASTERY
GRADE 10, 1979-89



NOTE: Comparable data are not available for 1979 and 1980.

FIGURE 84-H-34

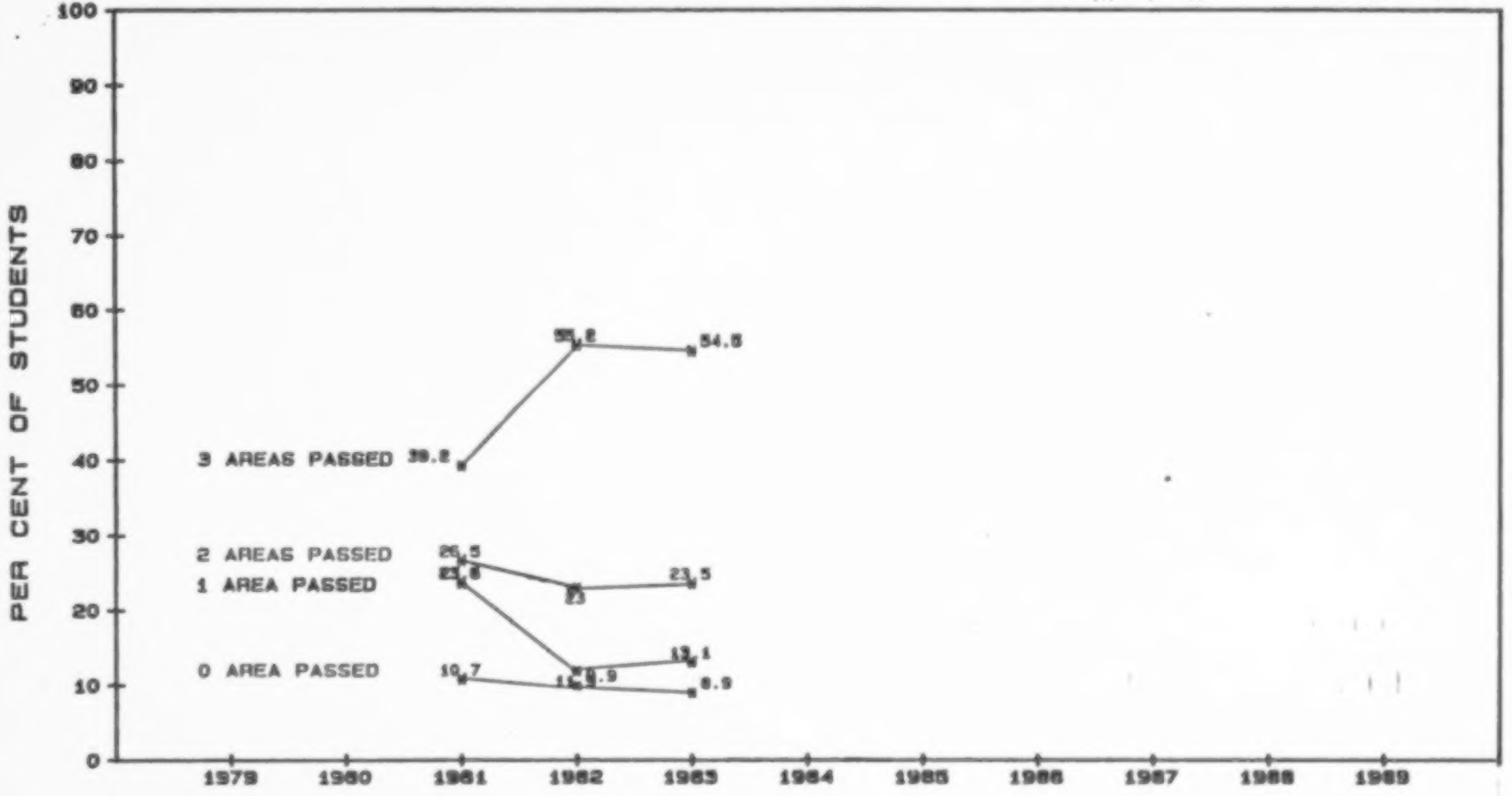
DHSPE BY NUMBER OF AREAS PASSED
PERCENT OF STUDENTS ATTAINING MASTERY
GRADE 12, 1979-89



NOTE: Comparable data are not available for 1979 and 1980.

FIGURE 84-H-35

DHSPE BY NUMBER OF AREAS PASSED
PERCENT OF STUDENTS ATTAINING MASTERY
GRADE 11, 1979-89

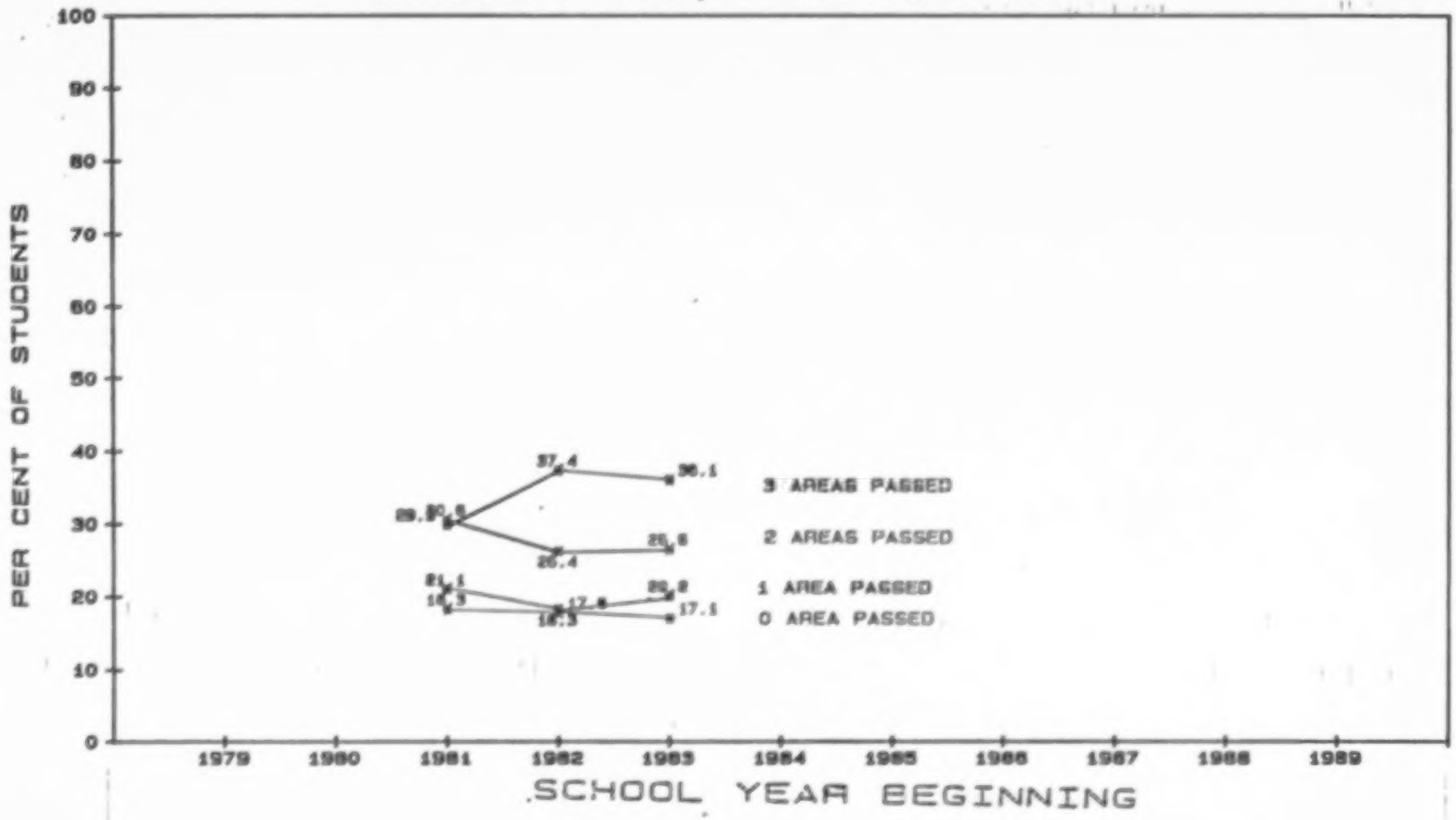


SCHOOL YEAR BEGINNING

NOTE: Comparable data are not available for 1979 and 1980.

FIGURE 84-H-36

DHSPE BY NUMBER OF AREAS PASSED
PERCENT OF STUDENTS ATTAINING MASTERY
GRADE 10, 1979-89

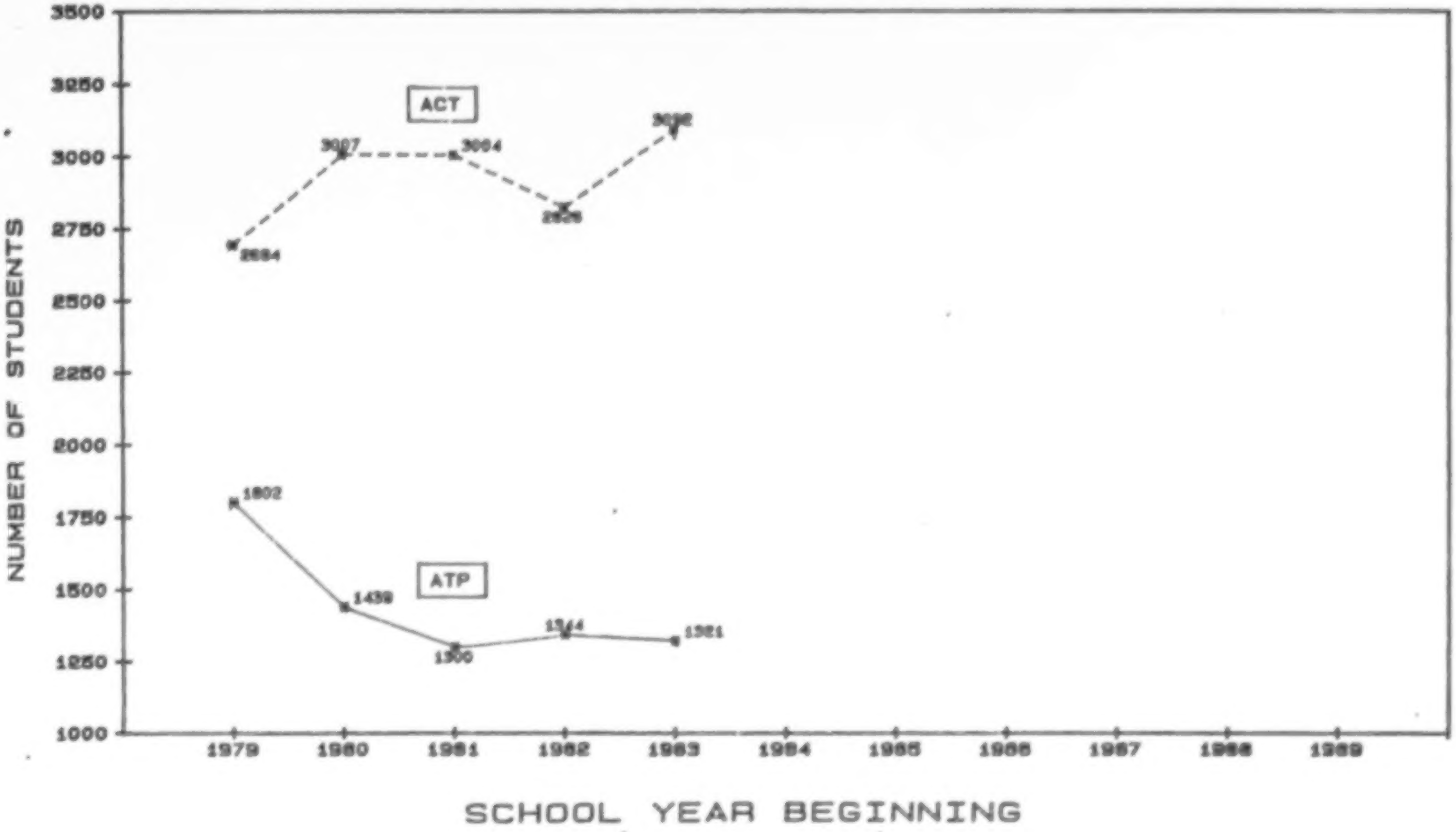


NOTE: Comparable data are not available for 1979 and 1980.

EXTERNAL TESTS

FIGURE 84-H-37

COLLEGE BOARD ADMISSIONS TESTING PROGRAM (ATP), AMERICAN COLLEGE TESTING PROGRAM (ACT), DPS STUDENTS, 1979-89



917

FIGURE 84-H-38

C. BD. ADMISSIONS TESTING PROGRAM (ATP) SCHOLASTIC APTITUDE TEST (SAT) VERBAL DPS/MICH./NATIONAL COMPARISON, 1975-89

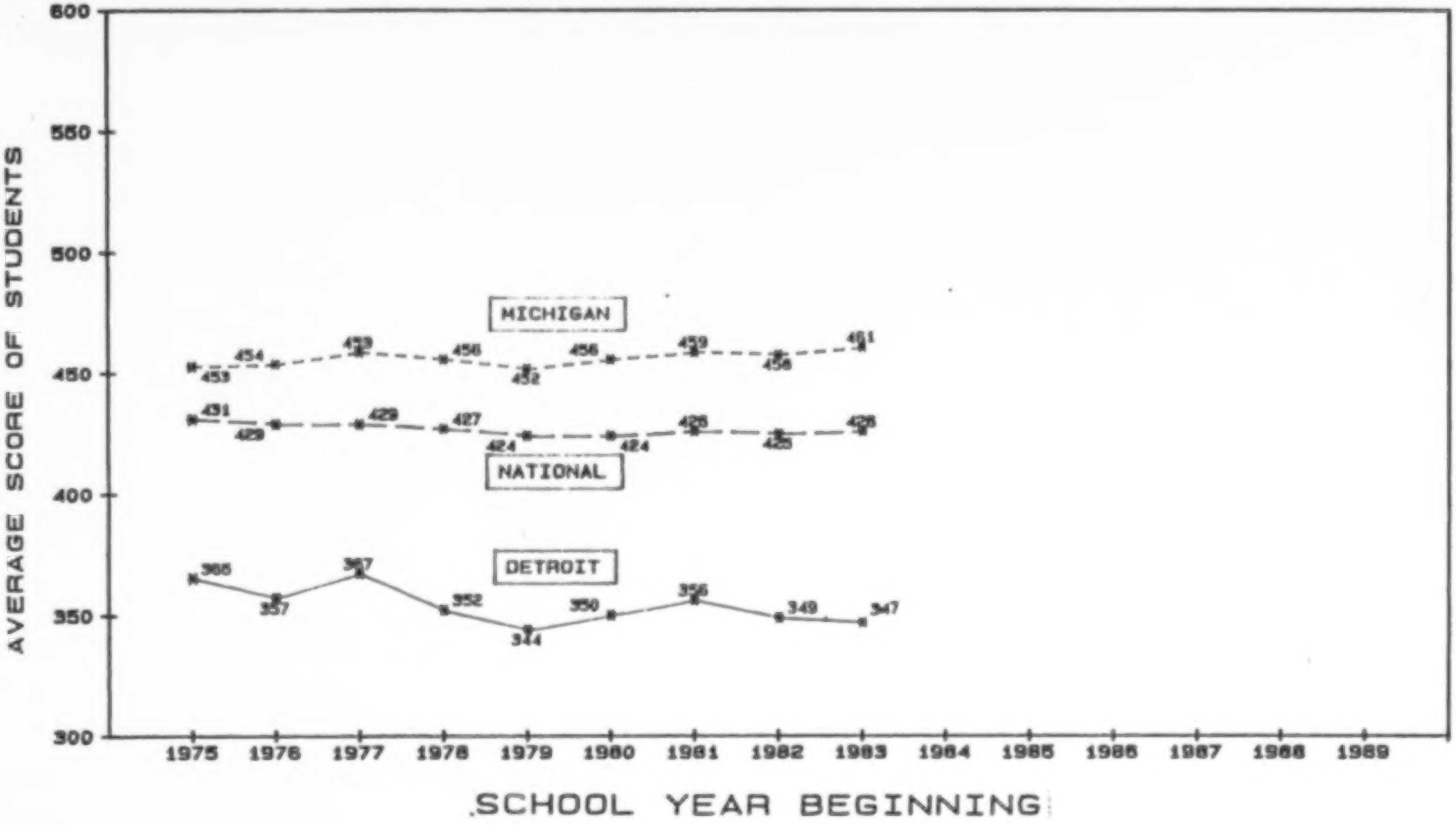


FIGURE 84-H-39

C.BD. ADMISSIONS TESTING PROGRAM (ATP)
SCHOLASTIC APTITUDE TEST (SAT) MATH
DPS/MICH./NATIONAL COMPARISON, 1975-89

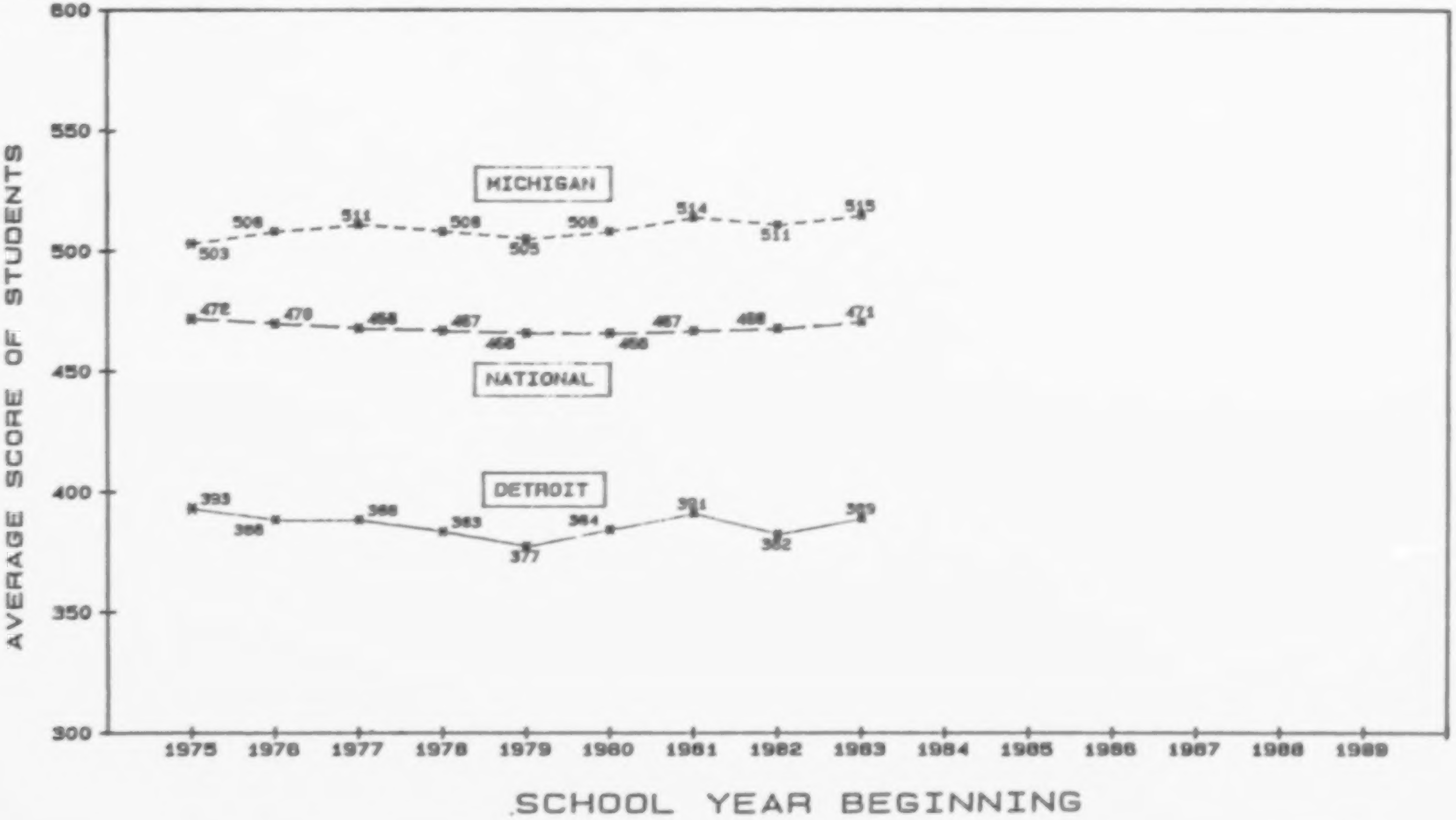
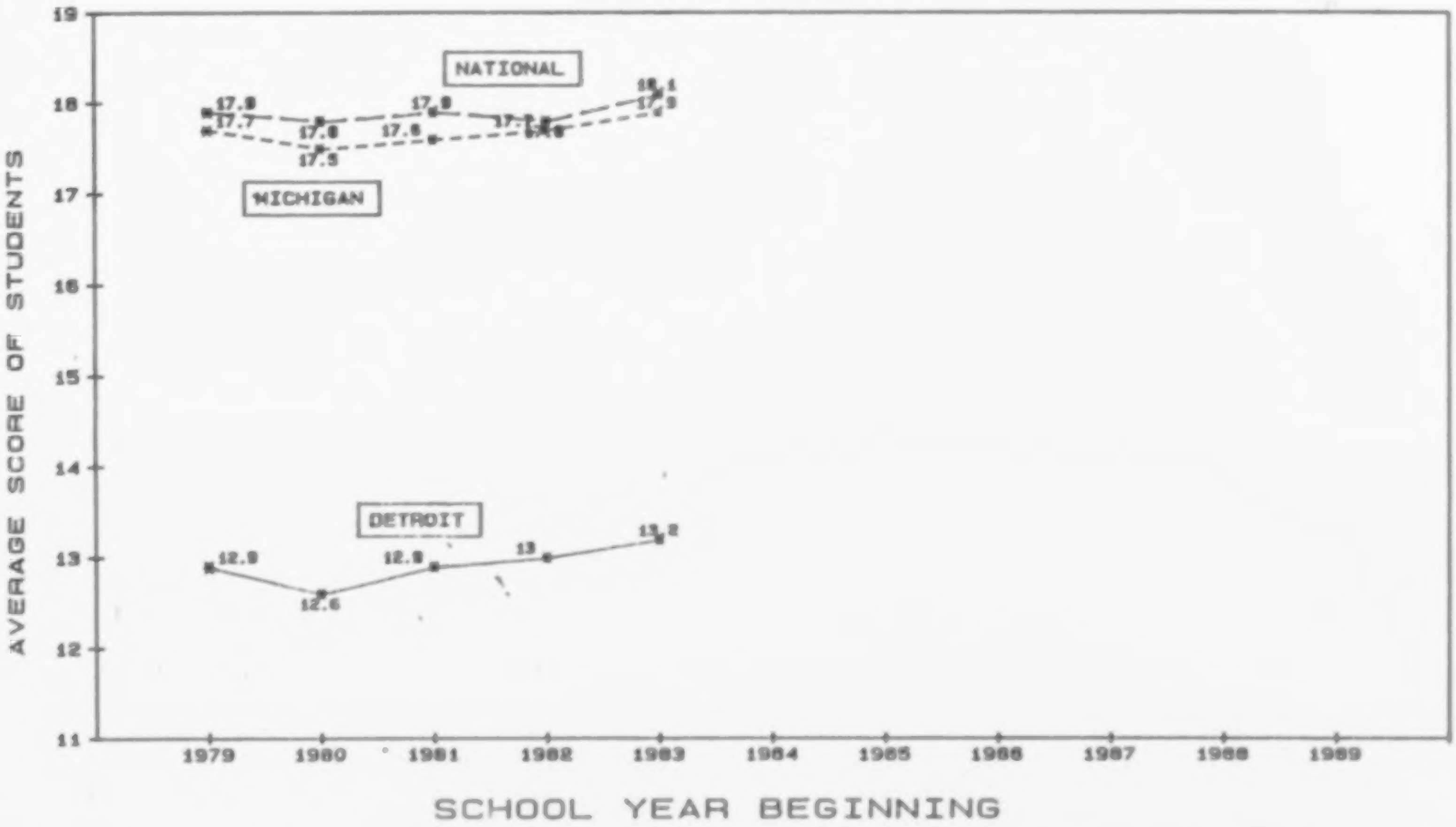
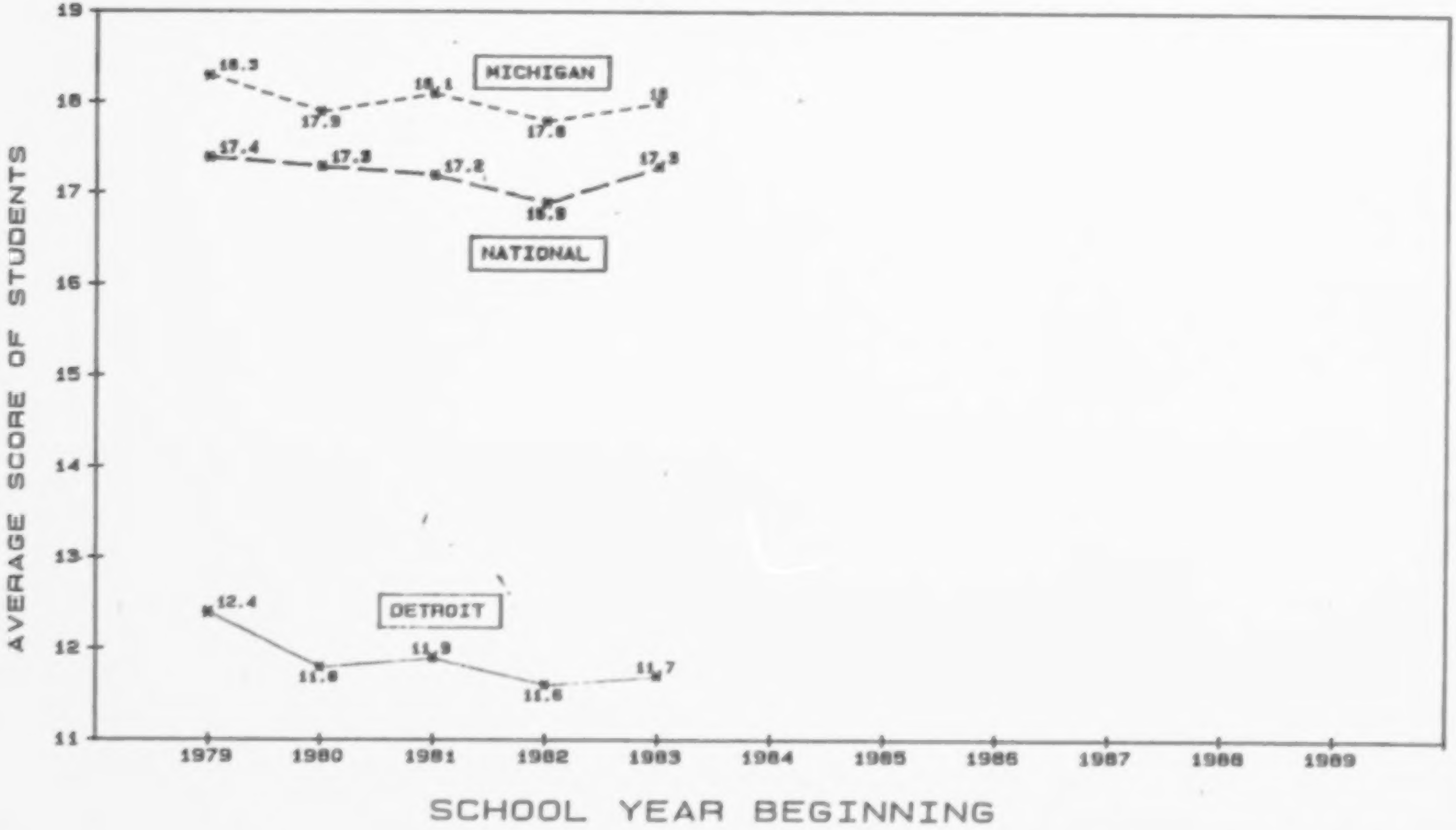


FIGURE 84-H-40
AMERICAN COLLEGE TESTING (ACT) PROGRAM DPS/MICH./NATIONAL COMPARISON: ENGLISH 1979-89



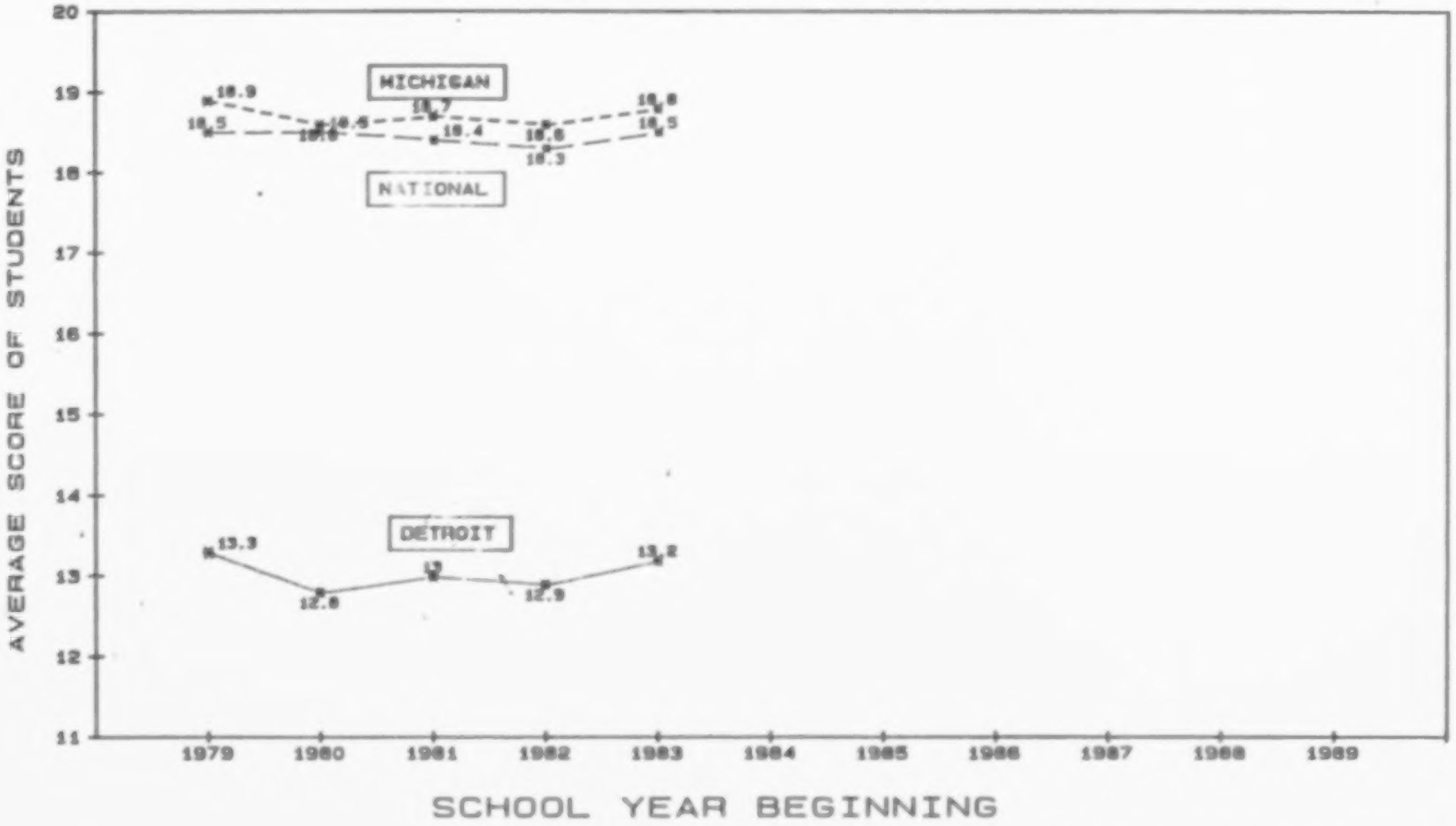
SOURCE: Department of Guidance and Counseling

FIGURE 84-H-41
AMERICAN COLLEGE TESTING (ACT) PROGRAM
DPS/MICH./NATIONAL COMPARISON: MATH
1979-89



SOURCE: Department of Guidance and Counseling

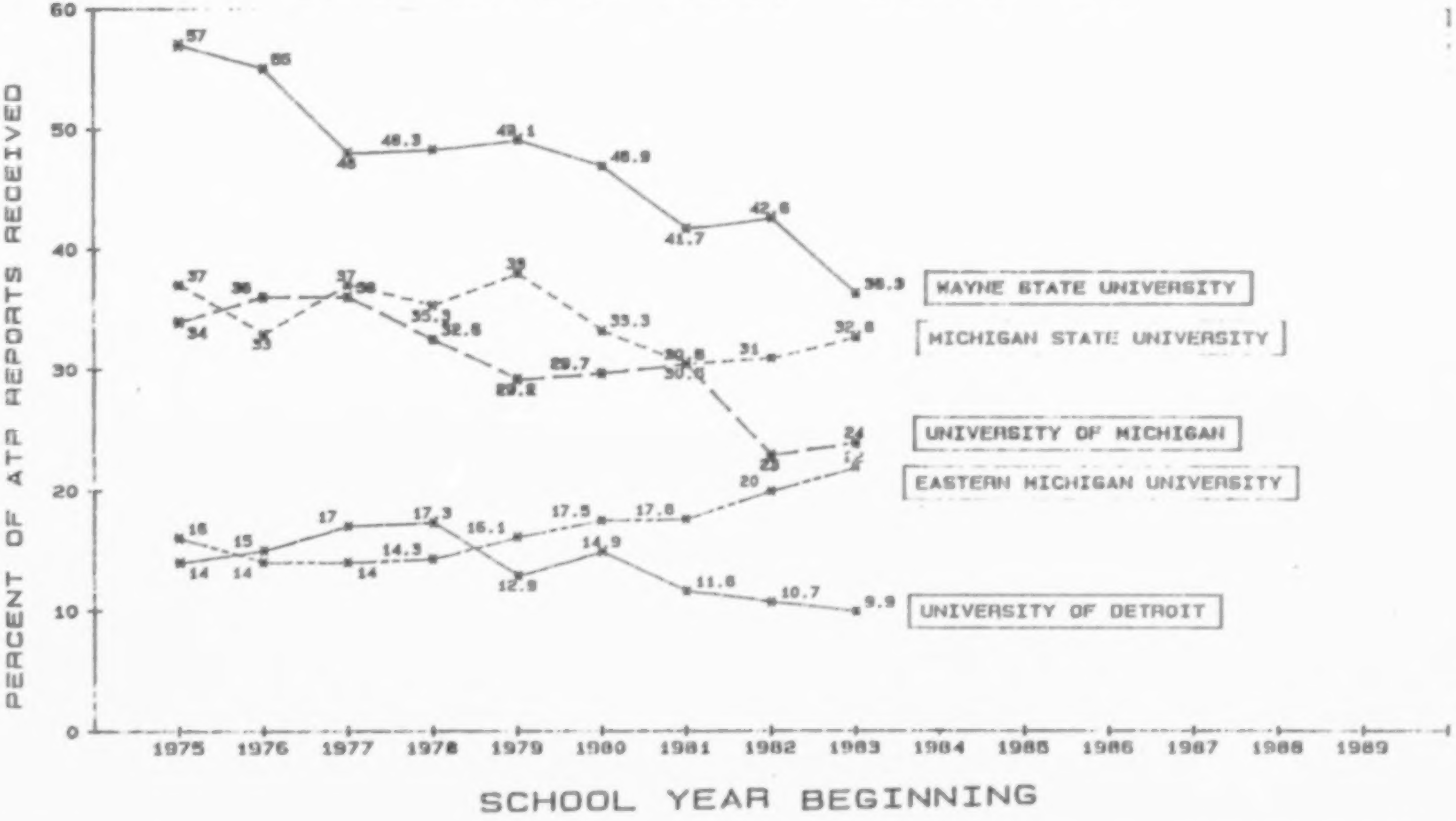
FIGURE 84-H-42
AMERICAN COLLEGE TESTING (ACT) PROGRAM DPS/MICH./NATIONAL COMPARISON: COMPOSITE 1979-89



SOURCE: Department of Guidance and Counseling

FIGURE 84-H-43

UNIVERSITIES RECEIVING ATP (SAT) REPORTS FROM DPS STUDENTS, BY MAJOR MICHIGAN UNIVERSITIES, 1975-89



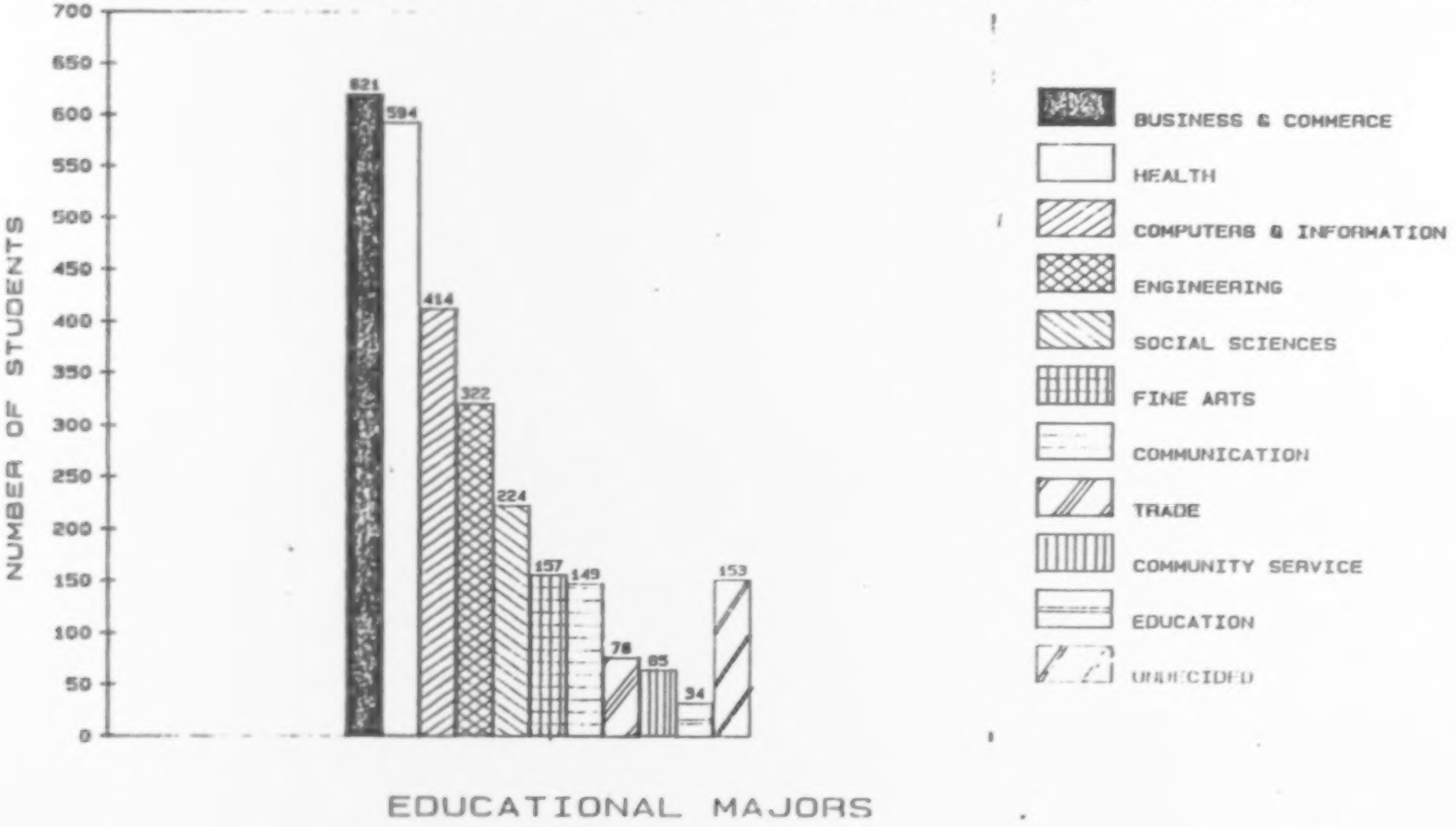
NOTE: Students can send reports to more than one university at a time.

929

930

FIGURE 84-H-44

AMERICAN COLLEGE TESTING (ACT) PROGRAM
MOST COMMON EDUCATIONAL MAJORS
SELECTED BY DPS STUDENTS, 1983



SCHOLARSHIPS

TABLE 84-H-45
NUMBER OF SCHOLARSHIPS
BY HIGH SCHOOL
1979-89

SCHOOL	*79-80	*80-81	*81-82	*82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90
Cass				191	263						
Central				20	37						
Chadsey				7	9						
Cody				16	20						
Cooley				5	20						
Denby				10	13						
Finney				0	13						
Ford				2	23						
Kettering				32	32						
King				6	10						
Mackenzie				4	7						
Mumford				14	55						
Murray Wright				6	11						
Northern				8	26						
Northwestern				13	2						
Osborn				25	21						
Pershing				7	0						
Redford				7	45						
Renaissance				16	0						
Southeastern				18	8						
Southwestern				7	14						
Western				3	19						
TOTAL				417	648						

*NOTE: Data are not available in this form

SOURCE:

Department of Guidance and Counseling
External Testing and Financial Aid Resources
Scholarships 1983 and Scholarships 1984

TABLE 84-H-46
DOLLAR VALUE OF SCHOLARSHIPS
BY HIGH SCHOOL
1979-89

	*79-80	*80-81	*81-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90
Cass				1,130,857	1,909,894						
Central				19,155	534,602						
Chadsey				64,580	9,600						
Cody				105,480	73,860						
Cooley				12,700	100,306						
Denby				39,530	66,412						
Finney				--	79,168						
Ford				1,100	166,850						
Kettering				123,781	97,840						
King				10,800	30,430						
Mackenzie				8,200	28,600						
Mumford				35,264	92,555						
Murray Wright				12,500	41,420						
Northern				14,660	45,390						
Northwestern				29,140	8,840						
Osborn				49,152	59,510						
Pershing				5,400	--						
Redford				36,656	203,884						
Renaissance				20,160	--						
Southeastern				123,510	85,000						
Southwestern				9,890	29,300						
Western				800	38,800						
TOTAL				1,853,365	3,702,261						

NOTE: Data are not available

SOURCE:

Department of Guidance and Counseling
External Testing and Financial Aid Resources
Scholarships 1983 and Scholarships 1984

TABLE 84-H-47
NUMBER OF SCHOLARSHIPS GRANTED TO DPS STUDENTS BY SELECTED COLLEGES AND UNIVERSITIES
1979-89

COLLEGE OR UNIVERSITY	79-80	80-81	81-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90
Wayne State Univerisity	60	10	11	24	21						
Michigan State U.	12	31	16	14	22						
University of Michigan	35	17	18	16	24						
Eastern University	3	2	12	11	9						
Western University	2		5	1	7						
University of Detroit	1	3	5	1	3						
Marygrove	2	1	1	5	5						
Central Michigan	3	1	1	2	17						
Olivet				1	4						
Northern MI			1	1	4						
Oakland	1		3	2	4						
Spelman			2	1	2						
Detroit College of Bus.	6			8							
Northwestern Univeristy	1	1			3						
Ohio State	2	1	2	1	3						
Central State - Ohio	3		3	3	20						
Wilburforce	2	2	1	2	9						
Kentucky State	1	4	2	3	11						
Tennessee State	2	2	3	2	4						
Florida A & M	1		1	1	1						
MIT			1								
TOTAL											

*NOTE: Colleges and universities that provided less than 3 scholarships in 1983-84 are not included.

SOURCE:

Department of Guidance and Counseling
External Testing and Finanical Aid Resources
Scholarships 1983 and Scholarships 1984

SECTION I CURRICULUM

TABLE OF CONTENTS

PART V EDUCATIONAL

SECTION I CURRICULUM I-3

ELEMENTARY

MIDDLE

HIGH

84-I-1 SUBJECT ENROLLMENTS
GRADES 9-12, BY PERCENT OF TOTAL I-20
JUNE, 1984

84-I-2 SUBJECT ENROLLMENTS
GRADE 9-12, BY PERCENT OF TOTAL BY SCHOOL I-21
JUNE, 1984

SPECIAL EDUCATION

ALTERNATIVE EDUCATION

CURRICULUM REVIEWS

ART

LANGUAGE EDUCATION

MATHEMATICS AND SCIENCE EDUCATION

SOCIAL STUDIES

VOCATIONAL EDUCATION

SCHOOL LIBRARIES

EARLY CHILDHOOD EDUCATION

BILINGUAL

CHILDREN''S MUSEUM

HEALTH, PHYSICAL EDUCATION, AND SAFETY

ART

MUSIC

SECTION I CURRICULUM

OVERVIEW

In order for students to get the best possible education, it is essential that the total educational program be improved. The Detroit Public School System needs to continuously review course content and incorporate into the curriculum the skills and knowledge students will need for the 21st century.

Elementary School

During the 1920's a semi-departmentalized elementary organizational program called the Detroit Platoon Plan was established with teachers who were subject area specialists. During the 1960's-70's there was a heavy emphasis on reading and mathematics accompanied by a self-contained homeroom plan. This self-contained program upset the instructional balance and as a result many subject area specialists were reassigned to positions outside their specialty.

Presently over 50% of Detroit elementary schools operate on a modified self-contained plan. Specialized instructional services have declined.

Middle School

Prior to 1950, junior high school grades 7-9 were conducted in very large well-equipped facilities, and staffed with highly trained teacher specialists. The curriculum was departmentalized and students experienced a range of academic and vocational areas. During the late 1950's and 60's due to the expansion of pupil enrollment a dual organization was instituted resulting in some schools having both elementary and junior levels housed in the same building. This structure could not offer the same facilities and specialized staff that was provided in the larger junior high schools.

Currently, with only a few exceptions, middle schools contain grades 6-8. The shift to the middle school organization was required by the Desegregation Court Order. As a result many students were placed in classes not designed, equipped or staffed with fully trained teachers in the assigned subject areas. Moreover, the scope of subject offerings declined in most middle schools. Across the school district students have not had equal access to course or program offerings.

SECTION I CURRICULUM

High School

For many years the senior high schools remained relatively unchanged; however, in 1977 the Board of Education approved major changes in high school graduation requirements.

An analysis of subject enrollments shows English makes up 20.5% of the total enrollments, math 16.3% and social studies 16.2%. Foreign languages, music, art and vocational technical subjects constitute less than 3% of the total number of subject enrollments.

The highest levels of failures, dropouts and attendance problems occur at the grade nine level. Group directed guidance seeks to assist students to set personal and achievement goals and to assume major responsibility for their own growth and direction.

The four (4) year High School Improvement Project, designed to implement the effective schools research in eight high schools is in its third year. The purpose of the project is to effect school improvement changes leading to increased academic achievement for high school students.

Special Education

Special education programs are designed to accommodate academic, social and emotional development of handicapped children with varying disabilities. This requires the Detroit Public Schools to meet all the academic objectives appropriate to the regular education curriculum with modification for pupils with special needs. These modifications include restructuring materials, employing various teaching strategies, and teaching to and through the pupil's learning strengths.

Special education teachers at the elementary and middle school levels have the planning responsibility for all subject areas: reading, math, science, social studies, the language arts, and city-wide programs, such as Dort and Dolwe. It should also be noted that special education programs integrate other regular education and supplemental materials within the curriculum as well as individualized teacher made materials. The Professional Resource Center and Wayne County Intermediate School District Curriculum Laboratory are both facilities which support the staff development of such materials.

SECTION I CURRICULUM

Basic curriculum materials in the elementary program parallel those in the regular grades. The elementary curriculum for visually impaired students also includes emphasis on the use of residual vision, orientation and mobility, and typewriting. The elementary curriculum for students with hearing impairments includes an emphasis on receptive/expressive communication skills and sequential experiences from basic readiness skills to academic skill level.

Alternative Education

The Detroit Public Schools has six (6) alternative schools. These schools are non-traditional in nature. Most students are admitted on the basis of application, referrals, test scores, etc. In order to provide race and sex balance among students, the enrollment is monitored closely.

Alonzo W. Bates Academy (Pre-School-8th Grade)

The Bates Academy was established to meet the specific needs of Detroit Public Schools students identified as gifted. The curriculum provides learning activities that are limitless in terms of vertical acceleration and horizontal enrichment.

Burton International School (Pre-School-8th Grade)

Burton International School students and staff represent the racial, ethnic and cultural groups that populate the Metropolitan Detroit area. The students are offered a creative comprehensive arts program with a multicultural approach that is in harmony with quality education. Students may follow their interests in creative writing, computer skills, drama, science, foreign languages, journalism, art, and music, which are offered before and during the school day.

The Detroit Open School (K-8th Grade)

The Detroit Open School addresses the developmental state of the child in all areas of growth: academic, emotional, social, physical, and aesthetic. Each child's program is individually structured and tailored to his/her needs and interests.

SECTION I CURRICULUM

Golightly Educational Center (K-8th Grade)

Golightly Educational Center represents a partnership between the Detroit Public Schools and Wayne State University's College of Education. The program is designed to meet educational and developmental needs of children while testing methodologies and strategies for their effectiveness in improving achievement. The alternative educational setting provides enriched, interdisciplinary training to undergraduate and graduate students while fostering reassessment and change within urban schools.

Community High School (9-12th Grade)

Community High School is a dual effort of the Detroit Public Schools and Wayne State University to provide an experiential learning progam. The school serves both public and private high school students, with a Monday through Saturday schedule of classes. Students are able to pursue courses that may not be available to them at their respective high schools.

Continuing Education for Girls (7-12th Grade)

Continuing Education for Girls' Program is a comprehensive school-based and operated program that offers academic required subjects as well as child development, occupational planning, introduction to computers, business and consumer education courses. This is basically a secondary school for pregnant students, operated on the same schedule within the guidelines and regulations of the regular school program.

Curriculum Reviews

Elementary, middle and high school curriculum reviews are being conducted in order to correct deficiencies identified in curriculum at all levels.

Since curriculum design development proved to be more complex and staff intensive than anticipated for completing a quality curriculum review, in March the Cabinet agreed to delay the elementary and high school data collection phase until the fall of 1984 and focus on the middle school for 1983-84. The middle school priority was selected because of low test scores which continue to persist. Also, the quality of the high school is to some extent dependent on the quality of the middle school.

SECTION I CURRICULUM

Language Education

The primary goal of the language arts program is to make it possible for all pupils to achieve competency, each according to his potential ability, in thinking, listening, speaking, reading, and writing.

Elementary: Language arts instruction should focus on the areas of listening, oral language development, reading, written expression, and handwriting. In each of these areas, instruction should be directed toward the effective application of these skills to all subject areas and to the greater development of thinking skills.

Middle School: The communication arts program should consist of systematic, sequential, and comprehensive language development. Primary emphasis should be on reading instruction. Middle school students should have two language arts periods; one period devoted specifically to developmental reading, the other to composition skills while speaking, listening, and thinking skills will continue to receive considerable attention. Higher order thinking skills should be a major force of all instruction.

High School: At the high school level the formal study of reading should continue to be infused into the English curriculum with all students receiving instruction in specific skills during their four years in high school. At the same time they should continue to study literature, speech, and writing at designated grade levels.

Foreign Language: The goals of the foreign language program are threefold: cultural, attitudinal, and linguistic. Thus, learning a second language involves the study of the culture of the people whose language is being studies, a development of positive attitudes toward that culture, and finally linguistic competence in five skills: listening, understanding, speaking, reading, and writing. Foreign languages should be taught at all three school levels.

Reading: A period of reading should be provided for all students, grades 1-8 and in high school where needed. To support the development of a uniform developmental reading program, the adoption of a basal reading series for middle school is recommended.

SECTION I CURRICULUM

Writing: The study of grammar, usage, spelling, punctuation, sentence, and paragraph composition models and literature in the context of the writing process to improve writing skills should be provided.

Exploratory/Enrichment Programs: An approved list of exploratory/enrichment programs and activities related to the language arts program (e.g., a creative writing class) should be established and a set number of these activities should be required in all schools.

Library Media Center: Middle school students should have library instruction and access to the library media center. Where possible, all middle schools should return to open scheduling, thus providing equal access to the library media center for all middle school students.

Limited English Proficient (LEP) Students: The goals, objectives, and instructional strategies enunciated in the Language Arts Education curriculum should be reviewed by bilingual curriculum specialists for purposes of: 1) generating supporting sub-objectives and strategies appropriate to the English language fluency, cognitive level, home language, and academic attainment of target LEP middle school students; 2) developing correlations for the LEP sub-objectives that interface with the overall K-12 Language Arts objectives, including those found in NGORT, DHSPE, MEAP, CAT, and ABCS.

Staff Development: To assure equal access and equal opportunity for students, inservice training for the teaching of a uniform language arts curriculum should be designed and implemented.

Courses of Study: Grade level courses of study which prescribe the essential language arts curriculum for each grade level should be developed to assure the implementation of the grade level standards and expectations.

SECTION I CURRICULUM

Mathematics and Science Education

Mathematics and science are once again beginning to be taught by specialists. There is an increased need for staff development to upgrade teachers so that they can perform as specialists in mathematics and/or science. The multiple adoptions in elementary mathematics were reduced to four (4). Elementary science utilizes a single textbook adoption and appears to be anticipating a trend in this direction. Middle school mathematics and science should also proceed with single textbook adoptions.

The number of teachers of mathematics and science with specialized backgrounds has declined. Mathematics has moved to a single textbook adoption; however there are still multiple adoptions for science. The enrollment in science classes has not improved during the last five years. The average middle school student is exposed to three semesters of science in grades 6-8. In recent years student enrollment in mathematics has increased from 50% to 80% and has declined from 50% to 42% in science.

There should be a subsidized tuition program in order to retrain inadequately prepared mathematics teachers and science teachers because of the continuing shortage of graduates from college to fill vacancies due to retirement. Teachers of physics should probably be shared between high schools in order to provide appropriately trained personnel. The utilization of the microcomputer as a teaching tool should dramatically increase in all content areas particularly mathematics and science. Single textbook adoptions with city-wide core objectives and examinations should be implemented.

Social Studies

The social studies program was revitalized through several efforts: (1) the advent of the Detroit High School Proficiency effort as it relates to Understanding Official Documents and Completing Forms and Applications; (2) the installation of a new course called Basic Law; and (3) the development of K-12 materials on teaching about human rights.

SECTION I CURRICULUM

The Department of Social Studies recommends the following actions:

1. Mandate a program of social studies instruction throughout the grades.
2. Increase understanding of other cultures throughout the Social Studies programs.
3. Incorporate law-related education as a basic part of the social studies program.
4. Emphasize individual or group projects that use higher order thinking skills.
5. Require basic law as a one-semester course in the 8th grade.
6. Reduce civics to one semester.
7. Offer American history in grade ten and world history in grade eleven.

Vocational Education

The placement of students in occupational areas commensurate with their training is a high priority with the district. Programs in home economics, trade and industrial and business education have grown consistently over the past decades. In the Detroit Public Schools with a population of approximately 200,000 students, vocational education is offered in 55 middle schools, 22 high schools and 5 area centers. Awareness experiences are offered to youngsters K-5 in 195 elementary schools through an infused career education concept.

The vocational enrollment for grades 9-12 constitutes 81.8% of our total 9-12th grade population. The vocational enrollment for grades 6-8 is 25,203 students. As part of the Desegregation Court Order, 5 vocational technical centers became operational in the early 80's. Currently, there are 45 programs offered in the vocational technical centers. The average enrollment is 3,800.

Vocational technical center programs provide students with a wide range of promising careers in many occupational fields in business, home economics and trade and industrial education. School based and area placement centers provide students with co-op placement and related skill training placement.

SECTION I CURRICULUM

School Libraries

At their inception, libraries in the Detroit Public Schools were print oriented. Staffed by a person who had teaching credentials as well as training in library science, the library was considered the resource center for the school, providing instruction, materials and services for students and teachers.

Continued efforts are being made to develop library media centers, despite the fact that ESEA funds are no longer available. During the past three years the Detroit Public Schools has regressed as evidenced by the following:

1. Middle schools that had open scheduling now have scheduled library periods.
2. An increasing number of elementary libraries are staffed by teachers with no library training.
3. Libraries are no longer able to buy audiovisual equipment which is essential to library media center development.

Early Childhood Education

Kindergarten and preschool, including Headstart programs, constitute the early childhood education. The kindergarten program was revitalized in 1977 with the appointment of a new supervisor and four teacher coordinators. As a result, the curriculum was revised and updated. Staff was inserviced regularly regarding the new objectives and teaching strategies, a city-wide pre-kindergarten screening program was implemented, a new report card was developed, and the extended day kindergarten concept was expanded to 90 schools. Preschool and Head Start programs are now operating in 86 elementary schools.

Bilingual Education

Over the nine (9) years of its implementation, the bilingual education program has focused on the following: 1) developing an awareness of bilingual education among school administrators, instructional staff and community; 2) assuring and monitoring of compliance with federal, state and judicial mandates; 3) identification of Limited English Proficient (LEP) students; 4) training of personnel; and 5) development and adaptation and/or purchase of materials. The Department of Bilingual Education has as its on-going goal to improve the quality of instructional delivery to all eligible LEP students.

SECTION I CURRICULUM

Children's Museum

The continued growth, development and expansion of the Children's Museum depends upon the acquisition of a new facility. Essential to achieving this goal is the funding. Once the new facility is established the following new programs could be implemented:

1. A teaching center in which teachers could teach their own classes with appropriate training;
2. A self service lending department which would allow teachers to select materials and check them out on a take with you basis;
3. Educational exhibits with build in participatory activities. This is not envisioned as a current "hands on" development but would relate to the artifacts in the exhibits to get the viewers involved (e.g., computer to answer questions and get the viewers to make comparison, judgments, etc: electric puzzle boards; activity centers to make and take things or study materials); and
4. Open storage for permanent collections which would be accessible for use by qualified students and teachers.
5. A lending library for children.
6. Cooperative programs with other museums in the Cultural Center;
7. Training programs and internships for students interested in pursuing a career in museum work;
8. A central location for the presentation of student work and performance;
9. An expansion of clubs and special activities for young people; and
10. Greater development of public programs for the community.

Health, Physical Education and Safety

Health Education

Health education includes, indirectly, mental and emotional health, physical health, substance abuse, human sexuality and reproductive health, and suicide prevention. There is an increasing concern related to comprehensive health care programs including knowledge of hospital plans that are being offered; mental and emotional stability; and coping (stress) skills.

SECTION I CURRICULUM

Physical Education

Past and current emphasis in elementary through high school grades has been on the development of large muscles along with seeking cardiovascular strength. There is a need for the curriculum to become more family oriented in terms of what families can do recreationally together. The overall fitness of students needs to be improved, and students need to be instructed in the proper use and evaluation of the offerings of commercial health clubs, spas, etc.

Interscholastic Athletics

Instruction in game strategies and rules has remained basically the same over the years although equipment has changed significantly through technological advancements. As a result, performance skills and techniques have improved.

Greater use of technologically advanced equipment such as the computer for scheduling should be made. Students will gain knowledge about the use of computers to observe and analyze playing strategies of opponents before they are played. Students should also receive instruction in the use of video equipment and will become knowledgeable about computerized contests and other innovations in the computer field that relate to physical education.

Driver Education

In the past, the basic objective of driver education was to give instruction in the proper operation of an automobile. i.e., learning of safety regulations, identification of traffic signs and signals. Currently, instruction is given on operation of recreational vehicles, i.e., dirt bikes, motor bikes,, boats. There is an emphasis on providing students with an understanding of the influence of chemical substances while operating motor vehicles. In the future, it will be necessary to provide instruction in the technological advances which are being made in vehicular equipment, including operation of a helicopter and knowledge about computer terminals which are being used to test engine and other vehicle malfunctions.

SECTION I CURRICULUM

Art Education

Art programs were provided to more than 85% of Detroit's student population at the elementary, middle and high school level in specially designed rooms with art specialists until the emphasis on the basic skills during the 1960's began to bring about a change from the Detroit plan to more self-contained classes in elementary schools. Later promoters of the "back to basics" movement further reduced the credibility of art education by labeling art and other creative-based studies as frills. The increase in the length of the high school period hour to 55 minutes caused additional losses in the high school art program.

In recent years there has been a general stablizing of the art program with some increase probably due to a concern that the curriculum has been bland and uncreative. An increasing truancy and a higher drop-out rate also played a role in placing more art in the high schools.

Music Education

The music curriculum is experiencing growth in terms of vocal and instrumental music. There is an increased number of marching bands and concert bands, choirs, and various small performing groups. The most serious weakness is the strings program. In 1983-84, due to the cooperation of the Detroit Symphony Orchestra, the Detroit Community Music School and the Detroit Public Schools there developed a middle school strings program to encourage students to make progress in that area so that they can move into senior high school music organizations. During 1983-84, there was an enormous amount of involvement in outside engagements this year at the city, state and national levels.

SECTION I CURRICULUM

Issues	Implications
1. The continuous updating of the curriculum to meet the existing and changing needs of students.	Complete the curriculum reviews and the curricular development efforts. Update on a regular basis.
	A balanced curriculum with specially trained staff in well equipped classrooms should be implemented.
	Basic skill development needs to be embedded throughout the curriculum.
	The school system should meet the educational needs of the city's diverse cultural and ethnic subgroups.
	Educational opportunities for gifted and talented students should be increased.
	Foreign language instruction should be expanded.
2. The development of higher order thinking skills (curriculum organized around problem-solving skills, real-life issues, personal and community decision making) for students at all grade levels.	The teaching of higher order thinking skills is complex. Therefore, the following actions need to be taken:
	a. "higher order" thinking skills needs to be defined,
	b. a philosophy for dealing with thinking skills, including "higher order" skills needs to be established,
	c. goals, performance objectives, and related activities for the teaching of thinking skills for grades K-12 need to be established.

Issues	Implications
3. Expansion of day care, pre-school and kindergarten programs	Funding for extended day kindergarten should be expanded through the use of Chapter 1 or State Aid funds to provide one or more classes at every elementary level.
4. Updating of the vocational technical programs for students	Vocational technical programs should be expanded to include awareness experiences in grades K-6. Vocational technical centers should be continuously monitored and updated to meet the educational and occupational needs of the job market by having: a. apprenticeship agreements with the Bureau of Apprenticeship and Training, U.S. Department of Labor and other apprenticeship training programs; b. labor market information consistently utilized to assist employment and training planners in determining future activities and directions; and c. an automated job placement system developed.
5. Availability of library/media services	At the middle school level, twelve (12) of the 59 schools have no libraries. Library service for middle school students should be restored. Shared services in schools where the population does not warrant a 5 day library should be considered.

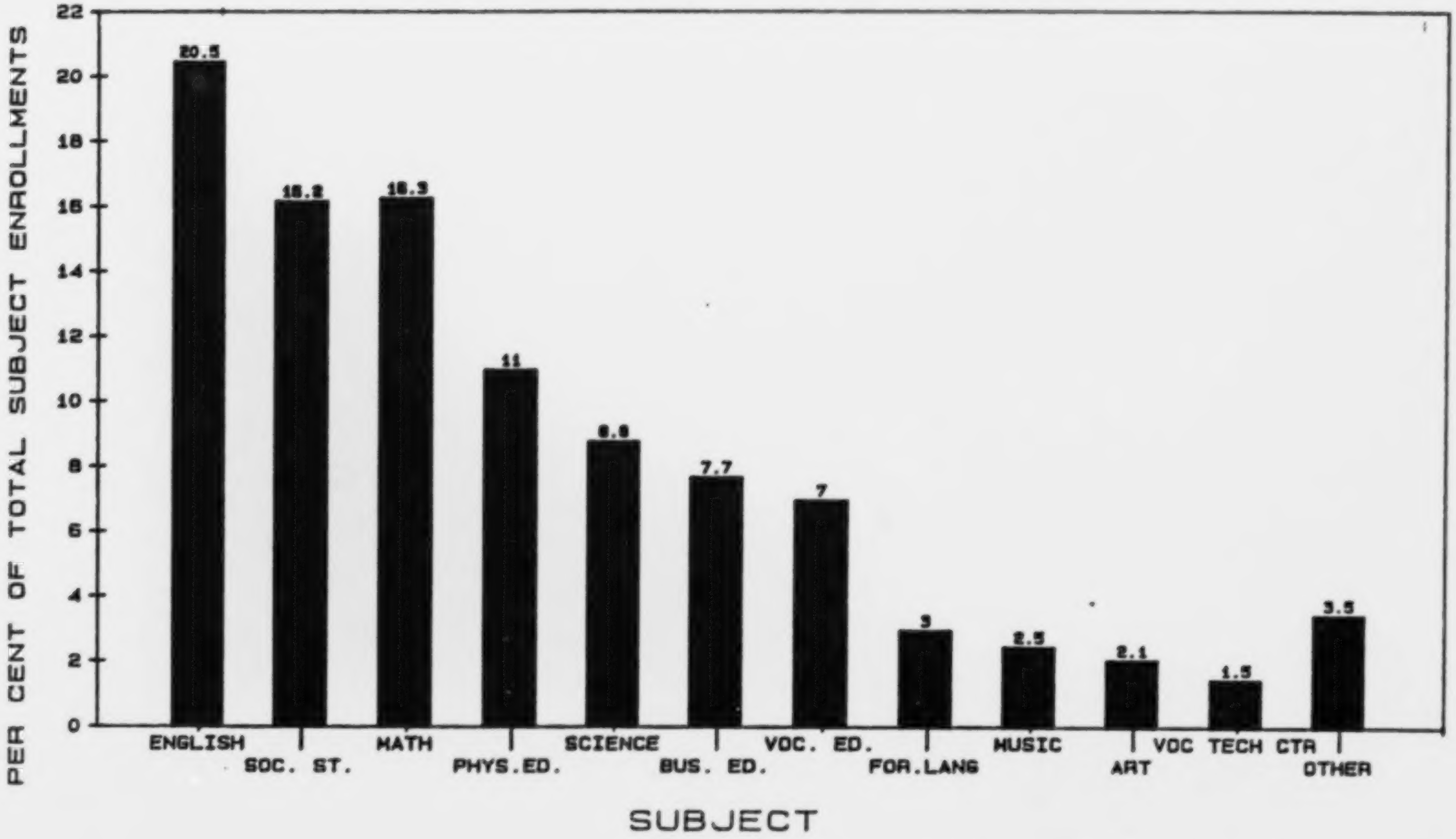
Issues	Implications
6. The utilization of technology in all aspects of curriculum	The use of computers in instructional programs should be expanded and intensified. DPS should encourage teachers and students to engage in cooperative development activities related to the new technology. The activities should include teachers, curriculum developers, and affected parties from business and industry. Support should be given to the development of computer software that may be useful in schools.
7. The disparity in the access of students to computer technology	The equal access of students to compete in technology needs to be rectified. The disparity widens the educational gap between children.
8. The continuous professional growth and staff development	Science and mathematics teachers should be certified in their respective areas. Opportunities for formal and informal training in the areas of science, mathematics, language arts, social studies and humanities should be expanded. The Essential Elements of Effective Instruction should be fully implemented and evaluated.

SECTION I CURRICULUM

Issues	Implications
9. The provision of textbooks	Single textbook adoptions should be implemented in most subject areas. Students should have access to their textbooks for home study. All textbooks should be evaluated and updated regularly.
10. The expansion of alternative education programs	Some parents have been unable to secure admission for their children in existing alternative education programs. The anxiety and disappointment of parents should be minimized by establishing additional alternative programs in other areas of the city, e.g., an open school located on the east side to attract children and youth back into public schools from the private sector. Alternative education needs to be centered within current K-8 schools, e.g., Bates Academy, Golightly Educational Center, Burton International and Detroit Open for students who, at the elementary level, achieve at secondary, junior and senior class academic norms. Some alternative programs are not available within DPS and should be from both local and national standpoints. They include: Math and Science Academy (Gr. 4-12) Creative and Performing Arts (Gr. 4-12) Foreign Language/Cultural Studies Engineering/Machine Shop Management Marine Science and Transportation

HIGH SCHOOL

FIGURE 84-I-1
SUBJECT ENROLLMENTS
GRADES 9-12, BY PERCENT OF TOTAL
JUNE, 1984



SOURCE: Information Systems Department, August 1984

TABLE I-2
SUBJECT ENROLLMENTS
GRADES 9-12
TOTAL AND PERCENT OF TOTAL
BY SCHOOL
JUNE, 1984

School	Eng.	Social Studies	Math	Phys. Educ.	Sci.	Foreign Lang.	Bus. Educ.	Voct. Class	Art	Music	Voct. Center	Other	Total/ Membership	Avg. Subj. Enrollmt #
Knudsen #	22.8%	15.4%	15.4%	12.2%	5.9%	3.9%	11.7%	5.0%		1.4%		6.2%	694	6.31
	158	107	107	85	41	27	81	35	0	10	0	43	110	
Beaubien #	19.2%	16.7%	17.5%	15.3%	4.3%	5.4%	6.3%	11.4%	1.3%	1.7%		1.0%	2313	5.81
	444	387	404	354	99	125	145	264	30	39	0	22	398	
Hampton #	18.1%	15.7%	15.6%	14.6%	3.0%	4.8%	5.9%	16.4%		1.1%		4.8%	1067	6.06
	193	168	166	156	32	51	63	175	0	12	0	51	176	
Post #	19.5%	18.4%	16.9%	13.4%			11.0%	10.5%	1.7%	1.4%		7.2%	1203	5.78
	235	221	203	161	0	0	132	126	21	17	0	87	208	
Cass	22.0%	13.1%	16.0%	8.1%	10.0%	8.5%	10.1%	4.5%	3.2%	3.1%	0.4%	1.0%	17336	5.25
	3822	2267	2780	1407	1733	1472	1745	783	560	534	67	166	3301	
Central	19.8%	16.6%	16.2%	12.6%	8.1%	0.9%	8.8%	7.3%	1.2%	2.5%	1.5%	4.4%	10989	4.48
	2177	1827	1778	1389	889	96	969	801	129	278	170	486	2454	
Chadsey	20.3%	17.2%	15.2%	13.4%	8.3%	1.2%	6.4%	7.3%	1.6%	2.8%	1.9%	4.2%	6658	4.44
	1353	1148	1015	890	555	82	427	486	108	189	124	281	1499	
Cody	19.8%	15.9%	15.6%	9.4%	8.8%	3.1%	7.2%	8.8%	2.0%	2.6%	1.8%	4.9%	15015	4.96
	2972	2394	2342	1404	1327	466	1086	1327	293	395	270	739	3030	
Cooley	19.9%	16.3%	17.8%	8.5%	8.9%	4.4%	8.4%	8.2%	2.3%	1.9%	1.7%	1.8%	14786	4.42
	2942	2413	2626	1253	1313	653	1245	1210	341	275	254	261	3343	
Denby	19.6%	16.1%	15.6%	12.4%	8.6%	2.3%	8.6%	6.2%	2.2%	2.1%	1.3%	4.7%	10609	4.55
	2082	1712	1660	1319	916	247	910	654	238	228	143	500	2333	
King	20.6%	17.4%	15.9%	9.8%	10.2%	1.8%	6.5%	5.0%	1.1%	2.9%	1.4%	7.3%	8431	4.60
	1740	1468	1342	829	860	150	548	423	95	246	116	614	1833	
Finney	20.4%	15.8%	16.5%	14.2%	6.8%	1.3%	6.0%	9.2%	2.7%	2.0%	1.8%	3.4%	9672	4.46
	1972	1528	1596	1370	658	126	577	887	264	197	170	327	2171	
Ford, Henry	19.9%	15.7%	18.5%	13.0%	8.8%	3.6%	7.2%	6.1%	2.1%	2.3%	1.3%	1.7%	13868	4.85
	2753	2179	2560	1804	1217	493	1004	850	285	313	175	235	2859	
Kettering	20.7%	16.7%	16.8%	10.4%	9.7%	1.6%	7.4%	8.0%	1.2%	2.9%	1.7%	2.9%	10821	4.18
	2238	1809	1813	1122	1054	173	806	867	132	312	180	315	2588	

SOURCE:

Department of Information Systems, August, 1984

TABLE I-2
SUBJECT ENROLLMENTS
GRADES 9-12
TOTAL AND PERCENT OF TOTAL
BY SCHOOL
JUNE, 1984 (CONT.)

Mackenzie	18.4% 2217	15.6% 1880	14.9% 1796	13.1% 1574	7.7% 932	1.8% 214	4.7% 566	8.4% 1008	2.5% 303	3.1% 372	1.2% 139	8.8% 1057	12058 2592	4.65
Mumford	21.0% 2209	16.5% 1739	16.0% 1680	11.5% 1213	12.1% 1276	1.1% 120	8.3% 877	4.9% 516	1.3% 137	1.7% 181	1.3% 141	4.1% 428	10517 2473	4.25
Murray-Wright	26.4% 2765	17.8% 1861	15.8% 1657	9.4% 978	8.3% 872	2.0% 211	5.2% 540	7.9% 830	1.2% 127	2.2% 226	2.2% 229	1.6% 163	10459 2227	4.70
Northern	18.8% 1087	16.7% 968	14.9% 866	11.4% 663	11.3% 654	1.0% 58	9.3% 539	6.2% 357	3.0% 173	3.1% 180	0.9% 55	3.4% 197	5797 1245	4.66
Northwestern	20.9% 1737	15.7% 1308	16.1% 1335	10.1% 843	7.2% 602	3.0% 253	10.7% 887	7.1% 588	1.0% 82	2.8% 232	1.7% 141	3.7% 305	8313 1936	4.29
Osborn	20.4% 2739	16.9% 2269	16.7% 2239	11.6% 1558	7.8% 1053	2.5% 337	7.6% 1015	7.2% 968	2.6% 352	2.5% 330	1.3% 176	3.0% 407	13443 3011	4.46
Pershing	21.1% 2235	17.8% 1893	16.6% 1762	10.9% 1159	8.0% 848	2.1% 219	8.9% 942	5.9% 629	2.9% 305	2.1% 223	1.7% 179	2.1% 220	10614 2291	4.63
Redford	20.6% 2684	16.6% 2167	17.8% 2329	10.8% 1415	8.3% 1090	1.9% 252	7.3% 954	8.3% 1083	2.6% 338	1.9% 248	1.7% 228	2.1% 272	13060 3115	4.19
Renaissance	17.6% 903	15.2% 782	16.0% 820	7.6% 390	15.2% 780	13.7% 703	2.8% 145	0	2.5% 127	3.2% 165	0	6.1% 313	5128 747	6.86
Southeastern	18.9% 1328	16.0% 1123	16.0% 1120	11.8% 824	10.1% 709	2.3% 159	9.2% 642	5.2% 367	2.1% 149	4.4% 311	1.7% 118	2.3% 158	7008 1554	4.51
Southwestern	20.1% 1632	15.5% 1255	16.5% 1334	12.7% 1025	8.9% 722	2.9% 233	8.0% 652	6.3% 514	1.9% 152	1.6% 126	1.4% 115	4.2% 341	8101 1687	4.80
Western	23.3% 1398	16.3% 977	14.2% 850	10.9% 654	7.5% 450	1.2% 69	9.6% 578	6.8% 407	2.1% 127	2.6% 156	1.2% 71	4.3% 255	5992 1313	4.56
Davis Center	18.0% 137	16.2% 123	11.7% 89	3.8% 29	5.4% 41	0	0	21.4% 163	0	0	23.5% 179	0	761 175	4.35
GRAND TOTAL	20.5% 48152	16.2% 37973	16.3% 38269	11.0% 25868	8.8% 20723	3.0% 6989	7.7% 18075	7.0% 16318	2.1% 4868	2.5% 5795	1.5% 3440	3.5% 8243	234713 53336	4.40

* The data on this report was taken from the June, 1984 final marking.
A SUBJECT ENROLLMENT is a final mark issued by a teacher for a particular subject.
! 9th Grade ONLY.
@ Average Subject Enrollment = Total Subject Enrollment/Membership 2-84.

SOURCE:
Department of Information Systems, August, 1984

SECTION J
ORGANIZATION AND MANAGEMENT

PART V EDUCATIONAL

SECTION J ORGANIZATION AND MANAGEMENT 3

BOARD OF EDUCATION

ADMINISTRATIVE ORGANIZATION (TABLES OF ORGANIZATION)

84-J-1 ADMINISTRATIVE ORGANIZATION 15
MAPPING THE DISTRICT
1983-84

84-J-2 ADMINISTRATIVE ORGANIZATION... 16
OF THE DETROIT PUBLIC SCHOOLS

84-J-3 ADMINISTRATIVE ORGANIZATION... 17
OFFICE OF THE GENERAL SUPERINTENDENT
1983-84

84-J-4 ADMINISTRATIVE ORGANIZATION 18
DIVISION OF EDUCATIONAL SERVICES
1983-84

84-J-5 ADMINISTRATIVE ORGANIZATION 19
DIVISION OF HUMAN RESOURCES MANAGEMENT AND DEVELOPMENT
1983-84

84-J-6 ADMINISTRATIVE ORGANIZATION 20
DIVISION OF SUPPORT SERVICES
1983-84

84-J-7 ADMINISTRATIVE ORGANIZATION 21
ADMINISTRATIVE AREAS "A" - "F"
1983-84

84-J-8 ADMINISTRATIVE ORGANIZATION 22
ADMINISTRATIVE AREA "G"
1983-84

84-J-9 ADMINISTRATIVE REORGANIZATION.................................... 23
QUALITY OF CENTRAL OFFICE SERVICES
1983-84

84-J-10 ADMINISTRATIVE REORGANIZATION 24
QUALITY OF AREA OFFICE SERVICES
1983-84

PLANNING

84-J-11 SCHOOL IMPROVEMENT PLAN 27
SUPPORT NEEDED FROM CENTRAL AND AREA STAFF
1983-84

SUPERVISION AND MONITORING

84-J-12 COMPARISON OF SUPERVISORY VISITATIONS 32
BY DEPARTMENT
1982-83 AND 1983-84

MAJOR MANAGEMENT ISSUES

SECTION J ORGANIZATION AND MANAGEMENT

SECTION J   ORGANIZATION AND MANAGEMENT

OVERVIEW

Effective organization and management is a critical factor in the success of the Detroit Public Schools. The Detroit Board of Education, comprised of eleven members elected by the citizens of the city of Detroit, establishes the school system's policies and selects the General Superintendent.

The General Superintendent, as the chief executive officer, implements the Board of Education policies and provides administrative leadership necessary to accomplish the school system's mission, goals and objectives. The General Superintendent carries out his responsibilities through the organization and management of the Detroit Public School staff members.

Board of Education

Pursuant to Recentralization Act 71 and effective January 1, 1983, the Detroit Board of Education is a recentralized governance structure comprised of eleven members with four elected at large members and seven elected district members.

The four at large members serve for a term of four years and with a staggered two-year period the seven voting district members also serve for four years.

The Board of Education is a corporate body empowered by the State of Michigan laws to do those things necessary to appropriately establish, maintain, manage, and conduct the affairs of the Detroit Public Schools.

Within the limits of the law, the Board can do anything to advance the interests of education, the good government and preservation of free schools in the city, and the public welfare. Good education, good government, and good community are constant concerns of the Board of Education.

SECTION J ORGANIZATION AND MANAGEMENT

By-Laws

Although the Detroit Board of Education is subject to state and federal legislative mandates, state school statutes and codes, and court orders, its basic operating document is its By-Laws, adopted at the January 11, 1983 Board meeting. The By-Laws detail such areas as the procedures and general operational duties of the Board and the General Superintendent, organization of the Board, details about meetings, and committees.

Board Meetings

Although regular Board meetings are held the second and fourth Tuesdays of each month at 5:00 p.m. in the Conference Center, special meetings may also be called. The Annual Board meeting, however, is held on the first day of July at twelve noon. Seven of the regular meetings as prescribed by law must be held in each of the seven voting districts during the fiscal year. Expense and community attendance records are currently being kept in anticipation of requesting that the legislature amend Sec. 418a (1) of Act No. 71.

In accordance with its By-Laws, the Board has the following standing committees:

1. Finance
2. Personnel
3. Housing
4. Community Relations
5. Curriculum
6. Secondary. Adult and Special Education
7. EEO Procurement and Purchasing

Each Board member serves on at least one Board Standing Committee.

SECTION J ORGANIZATION AND MANAGEMENT

The Board has two more standing committees than it had in 1983 along with four special committees, and 13 Board representatives. The purpose of committee meetings is to afford members an opportunity to discuss items before recommending approval for Board action. Four of the committees meet on a monthly basis; the remaining three meet only when the need arises. One special committee, Legislative, is meeting monthly during 1984.

Using 1983 as a point of reference, the following minimum number of meetings can be expected to be held during 1984:

Board of Education Meetings	24
Standing Committee Meetings	84
Tenure Hearings	15
Attorney-Client Meetings	10
Special Bargaining Meetings	6
Legislative, State and National Meetings	12
Expulsion Hearings	10
TOTAL	161

Board Policy Manual

At its meeting on January 24, 1984, the Board approved a policy manual for the Detroit Board of Education. The policies are not to be equated with administrative procedures which give guidelines for implementing Board policies.

Administrative Organization

The administrative positions for the school system are divided into line managers and staff managers.

The line managers are the General Superintendent, Executive Deputy Superintendent, Area Superintendents, Area Assistants and Principals. All other positions are identified as staff and have the responsibility for providing support and assistance to line managers. Following the recentralization of the Board of Education, the administrative structure was reorganized in accordance with Reorganization and Beyond - the Detroit Public School Plan. The reorganization plan was implemented during the 1982-83 school year. The new administrative structure is presented in Tables 84-J-1 through 84-J-8.

SECTION J ORGANIZATION AND MANAGEMENT

The administrative reorganization plan was implemented according to the scheme submitted by the General Superintendent to the Board of Education in December, 1982, with two exceptions:

1. The Office of Equal Employment Opportunities reports directly to the Executive Deputy Superintendent instead of the Division of Human Resources Management and Development.
2. The "Alternative Education Programs" department reports to the Executive Deputy Superintendent.
3. The Office of Public Affairs and Media Relations reports to the Office of School Community Relations and not directly to the General Superintendent.

Table of organization, staff directory, description of functional relationships and delineation of operational procedures have been completed for the Division of Human Resources Management and Development and the Office of Finance. Similar efforts have been initiated but not yet completed for other units.

It takes about one year to identify any mis-alignments in a massive organizational restructuring. Several such misfits have been identified and every effort needs to be made to adjust them before the end of the 1984-85 school year.

Central Office and Area Office Services

In April, 1984, a survey entitled "Assessment of Area and Central Office Services and the Effectiveness of the Administrative Reorganization" was sent to the principals of all schools. The main purpose of this survey was to assess the quality of services offered to the schools by area and central office personnel and, also, to assess the effectiveness of the administrative reorganization.

With respect to quality of services provided, 44 (90%) of the central office departments were rated better or much better in 1983-84 (than in 1982-83) by more principals than were rated good or very good.

SECTION J ORGANIZATION AND MANAGEMENT

The respondents rated the quality of area office services in the following 10 categories: 1) Achievement Program; 2) Curriculum; 3) Improvement Teachers; 4) Instructional Specialists; 5) Special Projects; 6) Secretary Coordinator; 7) Supervision and Monitoring of School Administration; 8) General School Operations; 9) Supervision and Monitoring of Instruction; and 10) School Community Relations. Five areas received the majority of ratings in the good or very good category. Two areas received less than fifty percent (50%). In all seven areas, more services were rated good or very good than poor or very poor.

Planning

There are various planning efforts underway in the Detroit Public Schools. These include, but are not limited to, the development of a strategic plan, the development of school improvement plans, and the performance review systems. At the high schol level the Detroit High School Improvement Project provides leadership for school improvement planning.

Strategic Planning

The Office of Strategic Planning was established in 1983-84 as part of the administrative reorganization to help the system become more pro-active. As a result the Detroit Public Schools (DPS) Strategic Plan is under development. The DPS Strategic Plan will:

1. have a future focus taking into consideration trends and forecasts
2. focus on students' needs and educational improvements
3. extend for five years and be updated annually
4. involve students, parents, community, Board members, teachers, other staff, business and industry, etc.
5. coordinate all other planning efforts
6. establish a database, i.e., ways and procedures for collecting, synthesizing, analyzing, and projecting data.

SECTION J   ORGANIZATION AND MANAGEMENT

The DPS Strategic Plan is being developed in five stages:

Stage One: Pre-Planning

Stage Two: District Strategic Plan Development

Stage Three: Unit Plan Development

Stage Four: Implementation and Monitoring

Stage Five: Evaluation and Recycling

Following the development of the DPS strategic plan, all divisions, offices, departments, and areas will develop unit plans.

School Improvement Planning

Since 1973, Detroit schools have been implementing a school improvement planning process in which each school develops and carries out its own school plan for improving pupil learning. The process involves the school staff, community representatives, and frequently students, in plan development. Schools identify priority areas for improvement, specify measurable objectives, develop implementation plans with a calendar of activities and responsibilities, and design monitoring and evaluation procedures for making decisions on program progress. This process is supportive of the research showing the school as the primary unit for change. A collaborative planning effort increases the amount of staff participation and helps assure that they have ownership and commitment to plan implementation.

The current School Improvement Plan format, launched under the school system reorganization of 1983-84, replaced the previous School Achievement Plan. This new format focuses more heavily on careful analysis and documentation of problems impeding school improvement and on the review, selection, and use of the research on effective schools and effective teaching in addressing problem areas identified. Monitoring and evaluation components of school plans have been strengthened. Previously separate plans, such as those for school-community relations and guidance and counseling, have been incorporated into a single school plan.

SECTION J ORGANIZATION AND MANAGEMENT

School achievement gains and other improvements may be attributed, in part, to school successes in implementing school plans. In plan quality and implementation, including output measures, Detroit schools have been most successful in school improvement planning at the elementary school level, somewhat less successful in middle schools, and least successful in high schools. However, due to the High School Improvement Project, and increased focus on school planning in high schools the past two to three years, some significant improvements in high school plans and their implementation have been evident.

For 1984-85, the 1983-84 School Improvement Plan for schools was revised and extended for a second year. Beginning with the 1985-86 school year, all School Improvement Plans will be developed for a two-year period. The two-year planning format calls for more carefully documented school level assessment measures based on school effectiveness research, and the use of this information in developing and implementing school plans. Annual year end school evaluations of progress in attining school plan objectives will continue to be conducted.

High School Improvement Project

The purpose of the High School Improvement Project (HSIP) is to effect school improvement changes leading to increased academic achievement for students in eight (8) identified high schools. During 1984-85, HSIP enters the third year of a four-year project designed to implement the effective schools research.

The focus of change in HSIP is the incoming ninth grade students. Data show that the ninth grade students exhibit the greatest degree of school alienation. The highest drop out rate also occurs at the ninth grade level.

During 1983-84 HSIP schools completed plans of action. The plans targeted areas of academic improvement, school climate and guidance and counseling.

SECTION J ORGANIZATION AND MANAGEMENT

The strengths of the high school improvement plans submitted were in the delineation of priority areas and clear objective statements which supported both system-wide and local school improvement goals. The second strongest area was in the selection and focusing of efforts and resources in a few critical areas rather than trying to cover a wide range of priorities as was evident in plans of prior years.

The weakest component of plans of action is still the evaluation and monitoring of school improvement efforts. Efforts are underway to strengthen the HSIP through a series of planning sessions with department heads.

Performance Review Plans

Each administrator within DPS prepares a performance review plan in conjunction with either the Administrative and Supervisory Performance Review System (ASPRS) or the Executive Performanc Review System (EPRS). As part of this process, seven key objective areas are identified. The sevey key objective areas for the General Superintendent for 1984-85 are as follows:

1. Student Achievement
2. Financial Management
3. Curriculum, Instruction, Student Services to Students and School Improvement
4. Internal and External Communications and Relations
5. Human Resources
6. Planning and Management of Change
7. Management Policies and Practices

SECTION J ORGANIZATION AND MANAGEMENT

Supervision and Monitoring

During 1982-83 a system for improving the quality and quantity of supervision and monitoring by area offices and the Devision of Educational Services personnel was implemented. The services provided were as follows:

1. Area office teams, with central office support, systematically visited schools to monitor School Improvement Plan implementation.
2. Each office within the Division of Educational Services systematically provided data pertaining to supervisory staff efforts to improve monitoring and supervision within its specific curriculum area.
3. A comprehensive four-year training program in the Essential Elements of Effective Instruction was implemented.
4. Additional training on monitoring and supervision wasconducted at the Staff Development/Management Academy and at area and central offices.
5. The newly formed Curriculum Council placed the review and analysis of various strategies
for improving instructional supervision among its highest priorities. 6. The on-site
monitoring of testing procedures were increased, deficiencies were
identified, and corrective materials were developed and disseminated to schools.
7. Central and area supervisory personnel were encouraged to improve the effectiveness and efficiency of their supervision of marginal teachers and their support of good teachers becoming better teachers.
8. A uniform city-wide form for use in classroom supervision was developed.
9. Staff support was provided in the use of the several new and revised curriculum guides.
10. Increased supervisory assistance was provided for administrative and teaching staff in implementing the Assessment of Basic Curriculum Skills (ABCS) Program.

In 1983-84 data indicates a decline in the number of supervisory visits for Business Education,, Health and Physical Education, Language Education and Science Education.

SECTION J ORGANIZATION AND MANAGEMENT

Major Management Issues

During September 1984, the Superintendent's Cabinet identified the most pressing issues affecting the school system. The twelve top-ranked issues were as follows:

1. Priorities for the millage election.
2. Methods to improve student achievement.
3. Improved system-wide communications.
4. Better Cabinet communications and coordination (trust building and participatory management).

   Staff morale
5. Staff evaluation

   Staff productivity

   Organizing procedures, surveys, reports to relieve schools of burdensome, low-priority tasks
6. Operational planning (including school system operations, calendars, coordination of activities, meetings, etc.)
7. Teaching good citizenship/humanitarianism

   Supervision and monitoring
8. Principal involvement in appropriate areas of decision making
9. ASPR/EPR Assessment

   Teacher accountability

   Planning/strategic planning, including goals/objectives

   Computer Technology Plan
10. Higher order thinking skills
11. Curriculum Reviews
12. Roles and responsibilities for key staff

SECTION J ORGANIZATION AND MANAGEMENT

Issues	Implications

- To Be Developed -

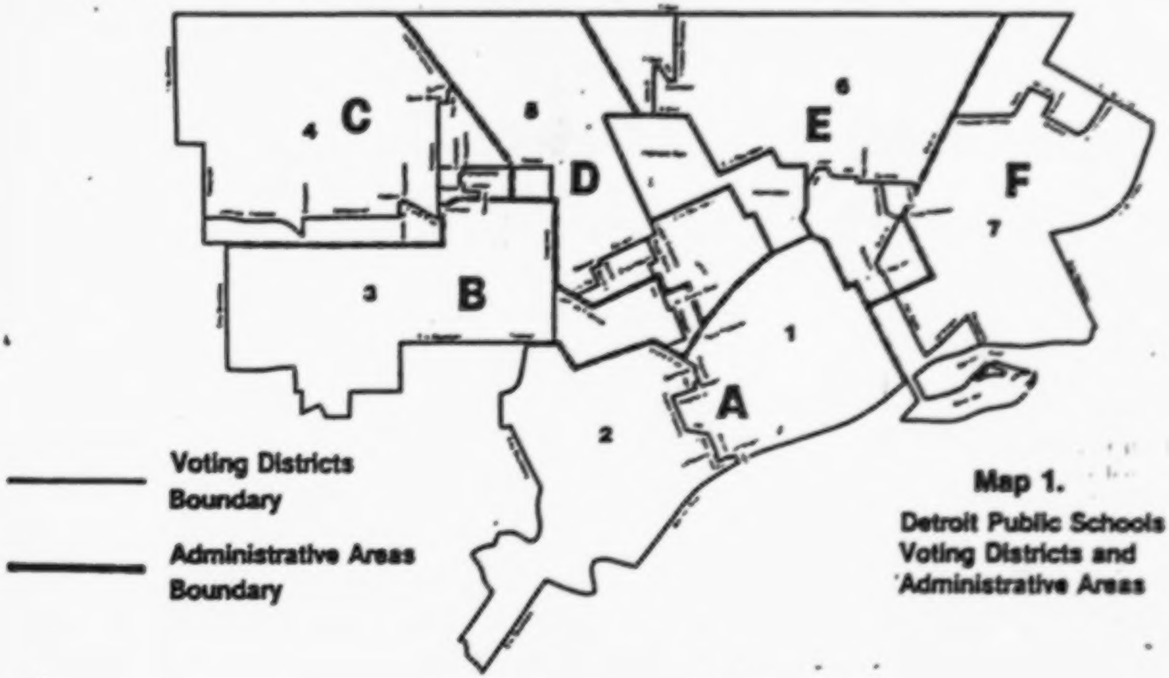
ADMINISTRATIVE ORGANIZATION (TABLES OF ORGANIZATION)

TABLE 84-J-1
ADMINISTRATIVE ORGANIZATION
MAPPING THE DISTRICT
1983-84

MAPPING THE DISTRICT

Reorganization of the Detroit Public School system has created new attendance areas. The maps shown here indicate the boundaries for Areas A-F (which include elementary and middle schools) and Area G (which is comprised of the city's high schools, vocational/technical centers, and adult centers).

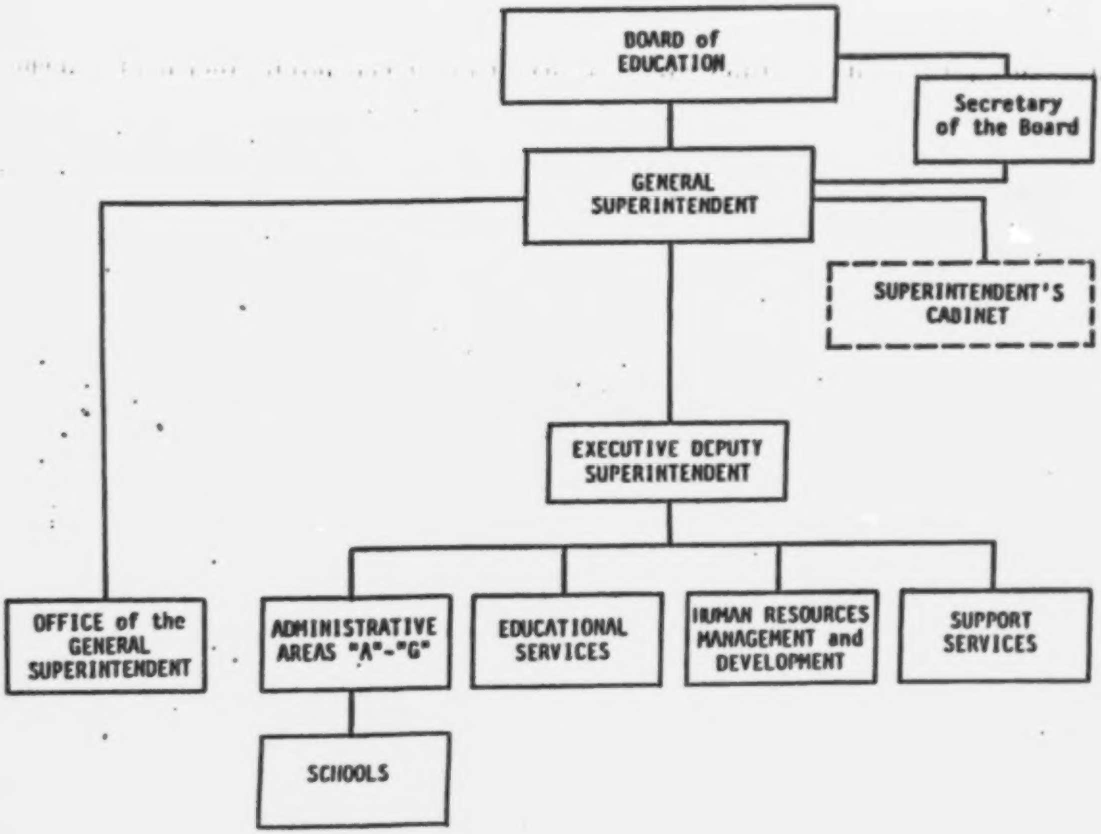
Administrative Organization of Detroit Public Schools 1983-84 School Year


C
4
5
D
E
6
F
7
B
3
1
A
2
Voting Districts Boundary
Administrative Areas Boundary

Map 1.
Detroit Public Schools Voting Districts and Administrative Areas

SOURCE: Reorganization and Beyond--The Detroit Public School Plan, December 16, 1982

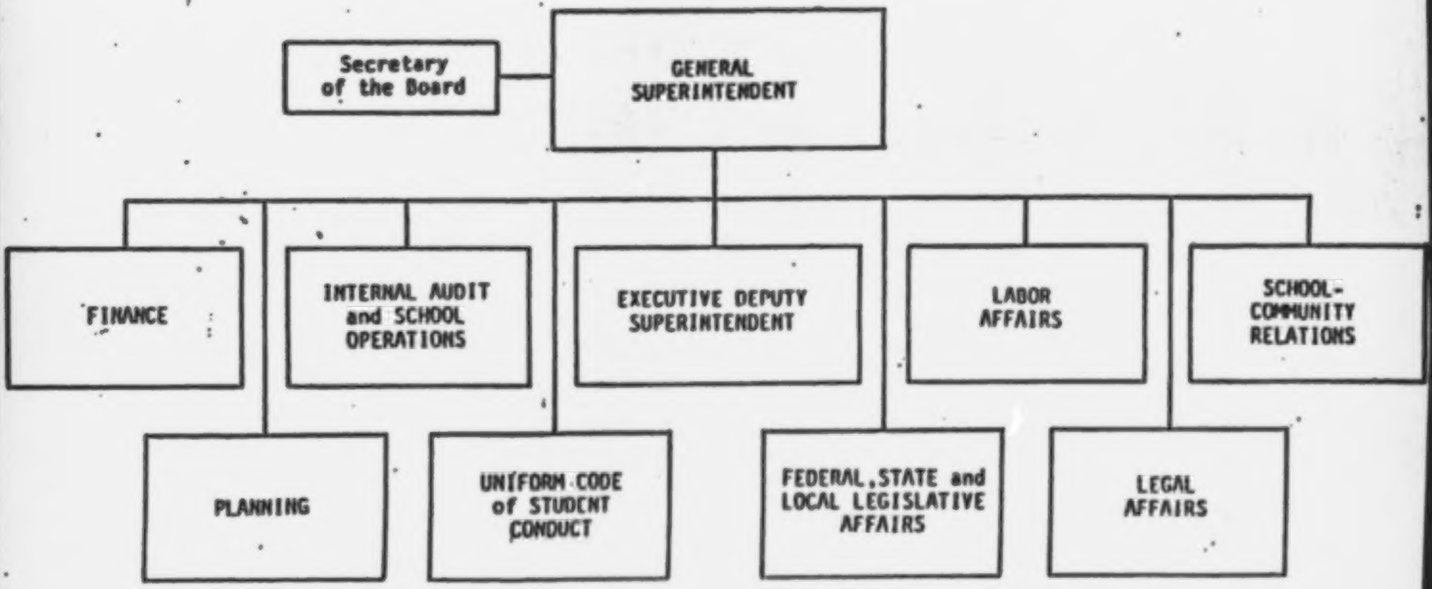
TABLE [illegible]-J-2
ADMINISTRATIVE ORGANIZATION
OF THE DETROIT PUBLIC SCHOOLS


BOARD of EDUCATION
Secretary of the Board
GENERAL SUPERINTENDENT
SUPERINTENDENT'S CABINET
EXECUTIVE DEPUTY SUPERINTENDENT
OFFICE of the GENERAL SUPERINTENDENT
ADMINISTRATIVE AREAS "A"-"G"
EDUCATIONAL SERVICES
HUMAN RESOURCES MANAGEMENT and DEVELOPMENT
SUPPORT SERVICES
SCHOOLS

SOURCE: Reorganization and Beyond--The Detroit Public School Plan, December 16, 1982

TABLE 84-J-3
ADMINISTRATIVE ORGANIZATION
1983-84

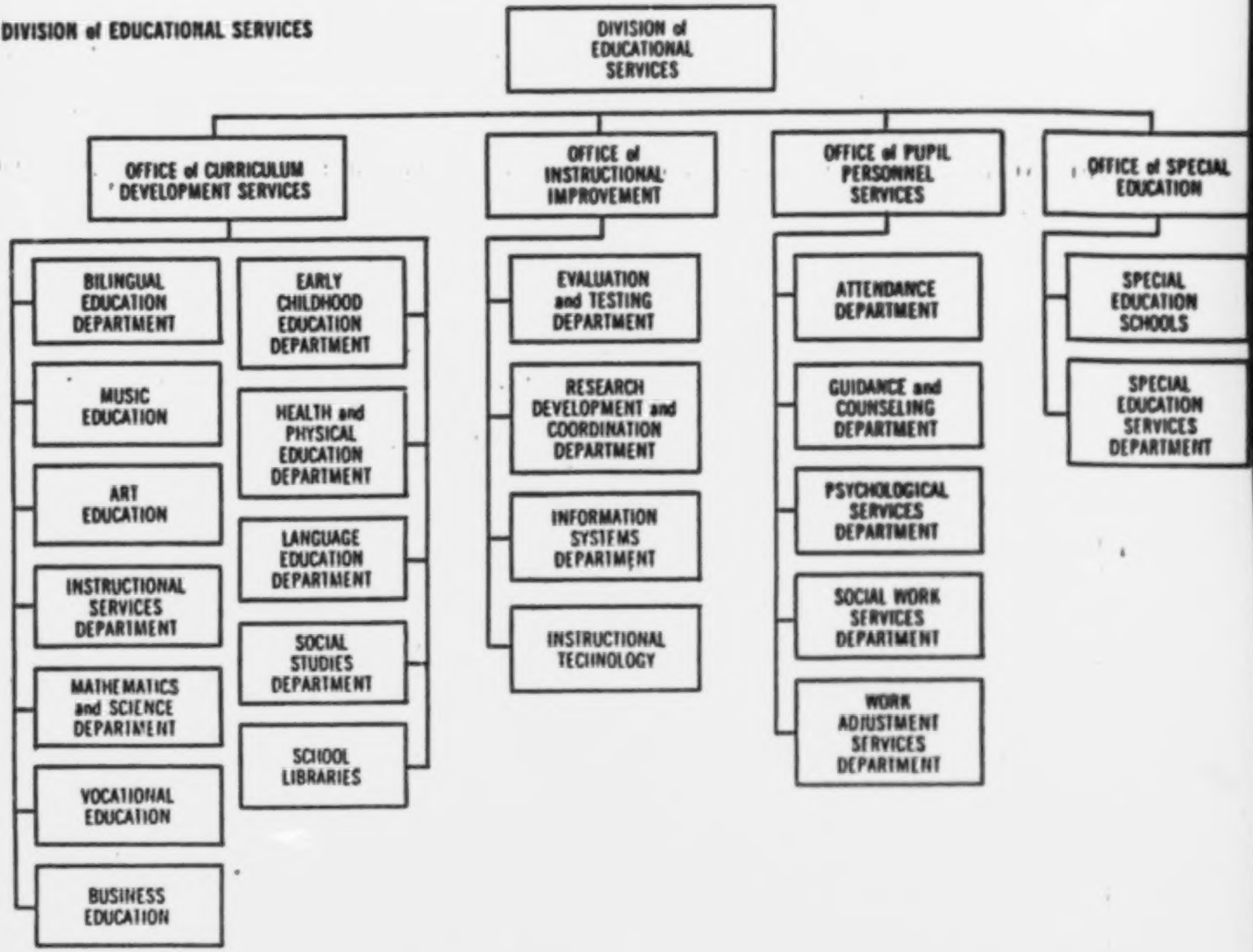
OFFICE of the GENERAL SUPERINTENDENT


Secretary of the Board
GENERAL SUPERINTENDENT
FINANCE
INTERNAL AUDIT and SCHOOL OPERATIONS
EXECUTIVE DEPUTY SUPERINTENDENT
LABOR AFFAIRS
SCHOOL-COMMUNITY RELATIONS
PLANNING
UNIFORM CODE of STUDENT CONDUCT
FEDERAL, STATE and LOCAL LEGISLATIVE AFFAIRS
LEGAL AFFAIRS

SOURCE: Reorganization and Beyond--The Detroit Public School Plan, December 16, 1982

TABLE 84-J-4
ADMINISTRATIVE ORGANIZATION
1983-84

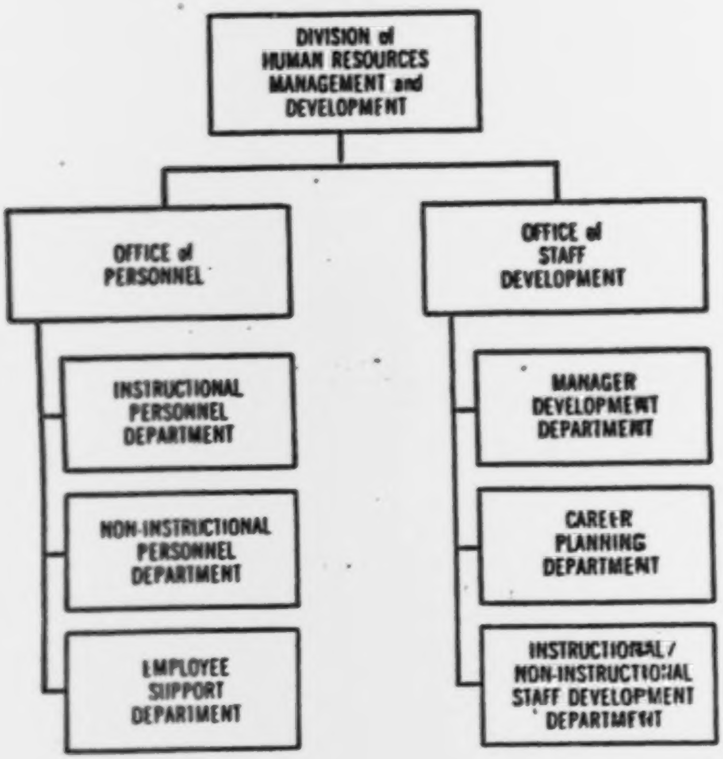
DIVISION of EDUCATIONAL SERVICES


DIVISION of EDUCATIONAL SERVICES
OFFICE of CURRICULUM DEVELOPMENT SERVICES
OFFICE of INSTRUCTIONAL IMPROVEMENT
OFFICE of PUPIL PERSONNEL SERVICES
OFFICE of SPECIAL EDUCATION
BILINGUAL EDUCATION DEPARTMENT
MUSIC EDUCATION
ART EDUCATION
INSTRUCTIONAL SERVICES DEPARTMENT
MATHEMATICS and SCIENCE DEPARTMENT
VOCATIONAL EDUCATION
BUSINESS EDUCATION
EARLY CHILDHOOD EDUCATION DEPARTMENT
HEALTH and PHYSICAL EDUCATION DEPARTMENT
LANGUAGE EDUCATION DEPARTMENT
SOCIAL STUDIES DEPARTMENT
SCHOOL LIBRARIES
EVALUATION and TESTING DEPARTMENT
RESEARCH DEVELOPMENT and COORDINATION DEPARTMENT
INFORMATION SYSTEMS DEPARTMENT
INSTRUCTIONAL TECHNOLOGY
ATTENDANCE DEPARTMENT
GUIDANCE and COUNSELING DEPARTMENT
PSYCHOLOGICAL SERVICES DEPARTMENT
SOCIAL WORK SERVICES DEPARTMENT
WORK ADJUSTMENT SERVICES DEPARTMENT
SPECIAL EDUCATION SCHOOLS
SPECIAL EDUCATION SERVICES DEPARTMENT

SOURCE: Reorganization and Beyond--The Detroit Public School Plan, December 16, 1982

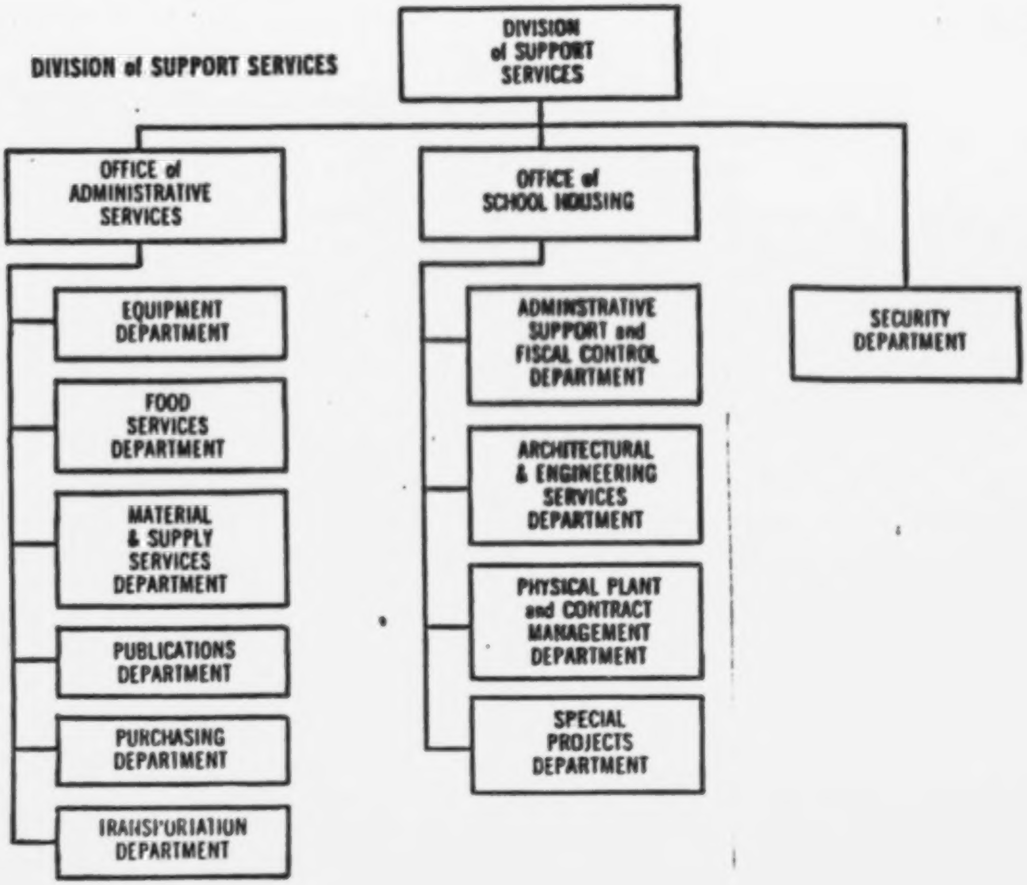
TABLE 84-J-5
ADMINISTRATIVE ORGANIZATION
1983-84

DIVISION of
HUMAN RESOURCES MANAGEMENT and DEVELOPMENT


DIVISION of HUMAN RESOURCES MANAGEMENT and DEVELOPMENT
OFFICE of PERSONNEL
INSTRUCTIONAL PERSONNEL DEPARTMENT
NON-INSTRUCTIONAL PERSONNEL DEPARTMENT
EMPLOYEE SUPPORT DEPARTMENT
OFFICE of STAFF DEVELOPMENT
MANAGER DEVELOPMENT DEPARTMENT
CAREER PLANNING DEPARTMENT
INSTRUCTIONAL/ NON-INSTRUCTIONAL STAFF DEVELOPMENT DEPARTMENT

SOURCE: Reorganization and Beyond--The Detroit Public School Plan, December 16, 1982

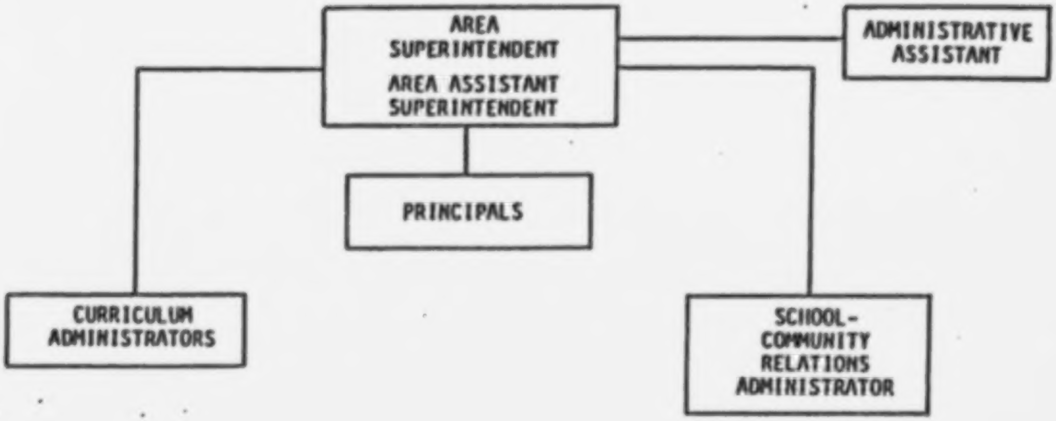
TABLE 84-J-6
ADMINISTRATIVE ORGANIZATION
1983-84


DIVISION of SUPPORT SERVICES
DIVISION of SUPPORT SERVICES
OFFICE of ADMINISTRATIVE SERVICES
OFFICE of SCHOOL HOUSING
SECURITY DEPARTMENT
EQUIPMENT DEPARTMENT
FOOD SERVICES DEPARTMENT
MATERIAL & SUPPLY SERVICES DEPARTMENT
PUBLICATIONS DEPARTMENT
PURCHASING DEPARTMENT
TRANSPORTATION DEPARTMENT
ADMINSTRATIVE SUPPORT and FISCAL CONTROL DEPARTMENT
ARCHITECTURAL & ENGINEERING SERVICES DEPARTMENT
PHYSICAL PLANT and CONTRACT MANAGEMENT DEPARTMENT
SPECIAL PROJECTS DEPARTMENT

SOURCE: Reorganization and Beyond--The Detroit Public School Plan, December 16, 1982

TABLE 84-J-7
ADMINISTRATIVE ORGANIZATION
1983-84

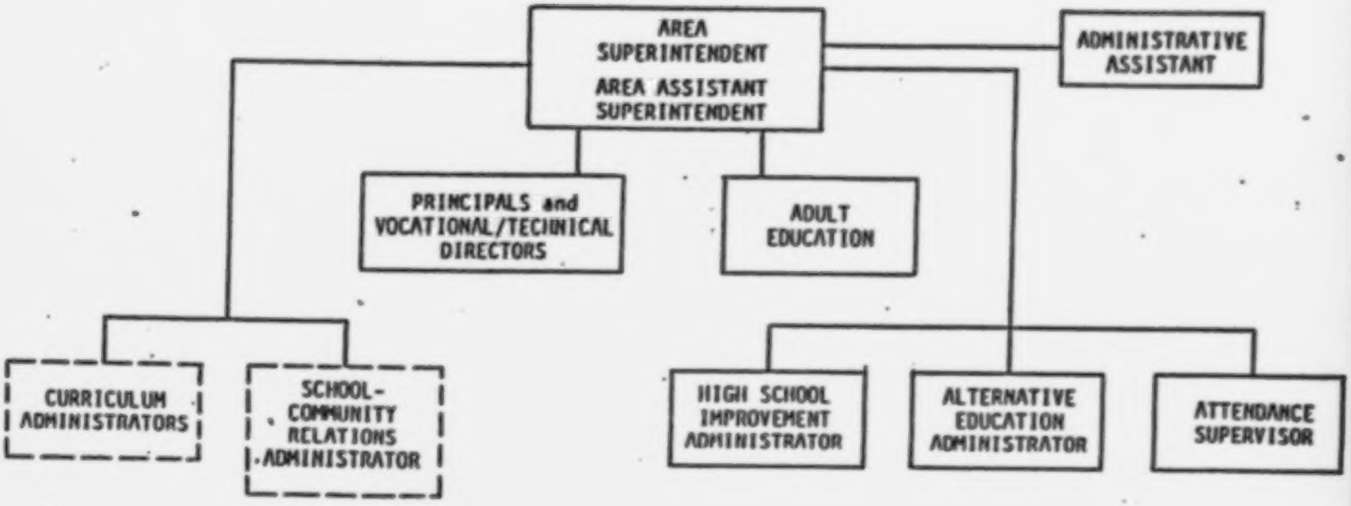
ADMINISTRATIVE AREAS "A"-"F"


AREA SUPERINTENDENT
AREA ASSISTANT SUPERINTENDENT
ADMINISTRATIVE ASSISTANT
PRINCIPALS
CURRICULUM ADMINISTRATORS
SCHOOL-COMMUNITY RELATIONS ADMINISTRATOR

SOURCE: Reorganization and Beyond--The Detroit Public School Plan, December 16, 1982

TABLE 84-J-8
ADMINISTRATIVE ORGANIZATION
1983-84

ADMINISTRATIVE AREA "G"


AREA SUPERINTENDENT
AREA ASSISTANT SUPERINTENDENT
ADMINISTRATIVE ASSISTANT
PRINCIPALS and VOCATIONAL/TECHNICAL DIRECTORS
ADULT EDUCATION
CURRICULUM ADMINISTRATORS
SCHOOL-COMMUNITY RELATIONS ADMINISTRATOR
HIGH SCHOOL IMPROVEMENT ADMINISTRATOR
ALTERNATIVE EDUCATION ADMINISTRATOR
ATTENDANCE SUPERVISOR

SOURCE: Reorganization and Beyond--The Detroit Public School Plan, December 16, 1982

TABLE 84-J-9
ADMINISTRATIVE REORGANIZATION
QUALITY OF CENTRAL OFFICE SERVICES
1983-84

The data below indicate the quality of services provided to the schools by central office personnel as rated by the principals.

Average Percents of Central Offices Ratings
1983-84

Central Office/Division	Percent of Responses		
	Very Poor/Poor	Fair	Good/Very Good
Office of the Superintendent	9%	31%	60%
Office of Curriculum Development	8	33	59
Office of Instructional Improvement	12	36	52
Office of Pupil Personnel Services	16	35	51
Office of Special Education	14	24	62
Staff Development Academy	8	30	62
Office of Personnel	13	34	53
Division of Administrative Services	20	42	38
Central Offices Total	12%	33%	55%

SOURCE: Assessment of Area and Central Office Services and the Effectiveness of the Administrative Reorganization, Evaluation and Testing Department, Office of Instructional Improvement, June 1984

TABLE 84-J-10
ADMINISTRATIVE REORGANIZATION
QUALITY OF AREA OFFICE SERVICES
1983-84

The data below indicate the quality of services provided to the schools as rated by the principals:

Average Rating of Area Services*
by Area

1983-84

Area	Percent of Responses		
	Very Poor/Poor	Fair	Good/Very Good
A	4%	30%	66%
B	2	13	85
C	13	27	60
D	12	30	58
E	20	31	49
F	10	18	72
G	29	38	33
City Total	13%	27%	60%

*Ten (10) area services were rated.

SOURCE: Assessment of Area and Central Office Services and the Effectiveness of the Administrative Reorganization, Evaluation and Testing Department, Office of Instructional Improvement, June 1984

PLANNING

TABLE 84-J-11
SCHOOL IMPROVEMENT PLAN
SUPPORT NEEDED FROM CENTRAL AND AREA STAFF
1983-84

OFFICE	NO. OF SCHOOLS
Office of the General Superintendent	
1. Increase central and area staff visits to schools, e.g., monitoring progress, observing effective programs and practices, responding to problems and needs.	26
2. Reduce paper work.	19
3. Coordinate central and area calendars of activities.	14
Instructional Improvement	
1. Provide test scores earlier, e.g., before end of school year.	29
2. Provide information on current educational trends, research and practices, e.g., effective teaching, higher order thinking skills, school climate.	10
3. Provide assistance with School Improvement Plan.	7
4. Modify the citywide testing schedule, e.g., avoiding CAT and ABCS testing within same time period.	7
Curriculum Development Services	
1. Provide a uniform citywide K-12 curriculum, including textbooks.	26
2. Provide supervisory classroom assistance to teachers, e.g., classroom visits and follow-up support, demonstration lessons.	25
3. Provide practice materials for Detroit tests, e.g., MEAP, CAT, ABCS, HSPP.	19
4. Provide timely notification of area and central special activities, e.g., subject area fairs, meetings, conferences.	11

SOURCE: Office of Instructional Improvement, [illegible]tober 1984

TABLE 84-J-11 (continued)

OFFICE	NO. OF SCHOOLS
Pupil Personnel Services	
1. Increase psychological services.	23
2. Increase school social work services.	21
3. Increase school counseling services.	20
4. Increase attendance services.	7
Special Education	
1. Reexamine mainstreaming procedures.	7
2. Reexamine the use of teacher consultants.	5
Personnel	
1. Provide adequate number of competent substitute teachers.	38
2. Fill vacancies promptly.	8
3. Provide incentives for accumulated sick bank.	6
4. Reduce class size.	5

TABLE 84-J-11 (continued)

OFFICE	NO. OF SCHOOLS
Staff Development	
1. Provide released time for planning and inservice training.	25
2. Continue and/or expand inservice training opportunities for teachers.	15
3. Provide inservice training in:	
- analysis and use of test results	21
- Essential Elements of Effective Instruction	17
- classroom management	15
- assertive discipline	12
- teaching of writing	11
- all subject disciplines	10
- computer literacy	9
- lesson planning	8
- parenting	7
- school policies	7
- new teacher orientation	6
- higher order thinking skills	5
- School Improvement Plan	5
Administrative Services	
1. Provide prompt delivery of instructional materials.	16
2. Improve bus services, e.g., arrival/departure schedules, notification of school in case of emergency.	10
3. Provide additional funds for textbooks, supplies and equipment (especially computers).	9
4. Increase school mail delivery service.	7
5. Provide schools with adequate number of publications to be disseminated to students, staff and/or community.	6

TABLE 84-J-11 (continued)

OFFICE	NO. OF SCHOOLS
School Housing	
1. Provide prompt attention to exterior and interior maintenance requests.	27
2. Provide adequate snow removal of parking lots and surrounding pavements and streets.	12
3. Provide adequate custodial service.	5
Security	
1. Increase security staff at schools.	12
2. Provide security for staff parking lots.	8
3. Provide police surveillance during entrance/dismissal times.	7
4. Provide assistance in the development of school security plans.	6
5. Install security alarms.	5

SUPERVISION AND MONITORING

TABLE 84-J-12
COMPARISON OF SUPERVISORY VISITATIONS BY DEPARTMENT
1982-83 AND 1983-84

	1982-83		1983-84		
	No. of Supervisors	No. of Visitations	No. of Supervisors	No. of Visitations	
Art Education	3	256	3	436	+70%
Bilingual Education	4	348	6	532	+53%
Business Education	4	225	4	208	-13%
Early Childhood Education	7	321	7	466	+45%
Health and Physical Education	8	312	6	176	-44%
Language Education	8	949	12	756	-20%
Mathematics & Science Education	9	865	7	629	-27%
Music Education	2	24	3	42	+43%
School Libraries	3	104	3	112	+ 7%
Social Studies	3	292	3	441	+51%
Vocational Education	5	569	5	333	-41%

SOURCE: General Superintendent's Executive Performance Review Year-End Report for 1983-84, August 1984

SECTION K SUPPORT

TABLE OF CONTENTS

SECTION K SUPPORT SERVICES 3

PHYSICAL PLANT

BUILDING NEEDS BASED ON DEMOGRAPHIC INFORMATION

BUILDING PROGRAMS

84-K-1 CITY OF DETROIT
POPULATION TRENDS
1971-84 28

84-K-2 BIRTH TRENDS
1971-84 29

84-K-3 TOTAL DPS ENROLLMENT
GRADES K-12
1976-90 30

84-K-4 CITY OF DETROIT
PUBLIC AND PAROCHIAL MEMBERSHIP
1955-84 31

84-K-5 IMPACT OF RECENT DETROIT POPULATION TRENDS ON
SCHOOL MEMBERSHIP AND BUILDING NEED
OCTOBER, 1982 32

84-K-6 LOSSES IN RESIDENT ELEMENTARY MEMBERSHIP
1980-84 41

84-K-7 TOTAL SCHOOLS IN SERVICE
BY LEVEL OF SCHOOLS 42
1979-89

84-K-8 TOTAL ELEMENTARY/DUAL SCHOOLS IN SERVICE
1979-89 43

1005

1006

84-K-9 TOTAL MIDDLE SCHOOLS IN SERVICE 1979-89 44

84-K-10 TOTAL HIGH/VOC TECH SCHOOLS IN SERVICE 1979-89 45

84-K-11 TOTAL SPECIAL/ALTERNATIVE SCHOOLS IN SERVICE 1979-89 46

SCHOOL CLOSINGS

84-K-12 SCHOOLS TAKEN OUT OF SERVICE SINCE 1970 INCLUDING CONVERTED TO ADULT OR SPECIAL EDUCATION USE 1970-83 48

MAINTENANCE

84-K-13 BOND RENOVATION PROGRAM 1984-85 52

84-K-14 VANDALISM CHARGES 1976-84 53

ENERGY CONSERVATION

84-K-15 UTILITY COSTS 1979-84 56

1008

1007

ADMINISTRATIVE SERVICES

- STUDENT TRANSPORTATION
- FOOD SERVICE
- PURCHASING
- PUBLICATIONS
- MATERIALS AND SUPPLIES
- EQUIPMENT
- WAREHOUSE AND DISTRIBUTION

SECURITY

SECTION K SUPPORT SERVICES

SECTION K SUPPORT SERVICES

OVERVIEW

The Office of School Housing, Office of Administrative Services and Security Department constitute the major support services. These services are vital to the operation of schools and other units and should, if effective, enhance the educational program.

Physical Plant

The Office of School Housing has responsibility to establish, maintain, and operate the Detroit Public Schools (DPS) physical facilities in order to maximize the educational environment for all students and staff.

Detroit Population and Housing Trends

The housing needs of DPS are primarily determined by the number of students. The total DPS enrollment has declined from 286,057 in 1970-71 to 196,218 in 1983-84. As a result over 70 facilities, or portions of facilities, have been closed since 1970. See document titled "Impact of Recent Detroit Population Trends on School Memberships and Building Needs and Table 84-K-12.

Parochial School Enrollment

The enrollment in parochial schools in Detroit has declined even more than DPS when adjustments are made for differences in size. Enrollment in parochial schools in 1960 was 89,912 the peak year, dropping rapidly to 53,850 by 1970 with a continued high rate of decline to 30,763 by 1980. Since 1980 the enrollment seems to have leveled off to a reasonable degree of around 29,000, having reached a low point of 28,258 in 1981. The enrollment loss between the high point in 1960 and 1983 for Detroit parochial schools was 68,723 or almost 68%. The corresponding loss for DPS from its high point in 1965 of 295,177 to 196,218 in 1983-84 is a loss of 98,959 equal to about 33.5%. Thus on a relative basis the percentage of loss for parochial schools in Detroit is essentially double that for DPS.

SECTION K SUPPORT SERVICES

Building Programs

During the past four years, the Office of School Housing has engaged in a major building program valued at approximately $150,000,000. As a result, the following facilities have been built:

1. Crockett, Golightly, Randolph, Breithaupt and Davis Vocational Technical Centers
2. Loving, McMichael and Young Schools
3. Additions to Northern, Chadsey, Mackenzie, Redford, Mumford, Denby, Finney, Kettering, M.L. King, Southeastern, Cass Tech, and Renaissance schools

School Closings

Since 1970 approximately seventy (70) schools, or portions thereof, have been closed as a part of an austerity program intended to reduce a serious financial deficit. Procedures regarding school closings and disposition have been developed and refined to reduce, as much as possible, the difficulties associated with school closing:

Renovations

Since the Office of School Housing has completed the $150 million major projects building program, one of the main activities over the next few years will be the completion of the $40 Bond million program for renovation, replacement, and repair of building exteriors including windows, doors, masonry, and roofs.

Even as the target schools in this Bond program are treated, new maintenance problems emerge in other schools. Therefore, the $40 million in the Bond Renovations Program will not be sufficient to meet total needs. As a result, additional bond issues must be considered in order to complete the needed work.

SECTION K SUPPORT SERVICES

Maintenance

In order to provide local school staff and students with a greater degree of satisfaction with the work being done, the Maintenance and Alterations Section of the Office of School Housing has implemented a Sweep Team Program. As part of this program, a school is saturated with tradespersons for an average of one week in order to take care of existing maintenance requests for that facility and other such requests as funding and time will permit. Dependent upon the availability of new funding, plans have been formulated to accomplish building exterior and interior painting via the sweep team concept so as to enhance the cleanliness and attractiveness of buildings. This painting effort will help preserve physical facilities so that additional major repairs such as entire window replacements can be minimized. The ability to maintain buildings is exacerbated by vandalism.

Energy Conservation

Energy conservation is necessary in order to conserve natural resources, but equally as important, to reduce costs. A number of strategies has been employed including:

1. Development of energy conserving designs in new structures;
2. Replacing heating and cooling equipment;
3. "Dialing Down" during the Christmas and Easter breaks; and
4. Energy audits and installation of energy conservation measures dictated by these audits.

Administrative Services

The Office of Administrative Services oversees those functions which provide support to school operations. Included are departments related to student transportation, food services, purchasing, materials and supplies, publications, and equipment.

Student Transportation

The Student Transportation Department operates 433 buses out of two terminal sites, servicing approximately 30,000 students in regular programs, special education programs and vocational technical centers. In addition, 165 school buses and approximately 450 cabs are contracted to augment services to special education students. There are approximately 900 employees in the department; all except 100 are part-time employees: bus drivers and bus attendants. Budget expenditures for the department have been as follows for the past four years:

1980-81	1981-82	1982-83	1983-84
$25,925,187	$21,345,839	$22,892,646	$25,000,000 (approx.)

In addition to providing daily transportation to students to and from schools, the department also offers field trip services to students, staff and school parent groups during school hours, after school and on weekends. Bus tickets and transfers for use on city buses are also distributed through the department to elementary and middle school students for whom school bus service is not cost efficient and to high school students for emergency use; the current annual budget for bus tickets is about $2 million.

Because the district was ordered by the Federal Court to purchase 250 buses in 1975 and because funds have not been available over the past few years to replace all of those buses, a large percentage of the fleet is old. The age of the current fleet is as follows:

Year	Number of Vehicles
1975	182
1976	62
1977	21
1978	64
1979	25
1980	24
1981	55

SECTION K SUPPORT SERVICES

Over 60% of the current fleet of school buses are seven or more years old. Of that group, 1982 or approximately 69% are nine years old. The older a vehicle, the greater the maintenance, parts replacement and body work required and, correspondingly, the greater the cost. In order to improve and maintain an efficiently operating fleet, the following bus purchase (replacement) schedule has been developed:

Year of Vehicle to be Replaced	No. of Buses to be Ordered	Time to Order Buses	Anticipated Date of Delivery	Approximate Cost
1975-76	75 @ $35,000 each	Jan., 1985	Sept., 1985	$2,625,000
1975-76	75 @ $38,000 each	Jan., 1986	Sept., 1986	$2,887.500
1977-78-79	75 @ $42,000 each	Jan., 1987	Sept., 1987	$3,150,000
1979-80	50 @ $45,000 each	Jan., 1988	Sept., 1988	$2,250,000

The projected schedule of replacement is not as rapid as desired; however, budgetary limitations present very real constraints.

Since the millage (Proposal S on the November, 1984 ballot) has passed, the bus replacement program can be accelerated by up to 20 additional new buses each year (i.e., 95 instead of 75 buses for 1985, 1986, and 1987). This would require commitment of additional millage funds as follows:

Number of Additional Buses	Year	Cost
20 @ $35,000 each	1985	$700,000
20 @ $38,000 each	1986	$770,000
20 @ $42,000 each	1987	$840,000

SECTION K SUPPORT SERVICES

The size and scope of the student transportation operation requires computerization in as many areas as possible. Limited resources and other district priorities have not allowed for the development of computer programs. Over the next few years, it is expected that the following operations will be computerized:

1. A preventive maintenance system which would keep records on all vehicles including completed maintenance work and costs of operating the vehicle;
2. An inventory control system of parts which would automate the process of ordering, receiving, issuing and tracking inventory stock;
3. A system for scheduling and routing vehicles as well as generating student rider lists, stop information, etc. The system would also provide on-line capabilities for assigning new students to routes during the course of the school year.
4. A system for handling the administrative statistics and actions required by a staff of 900 employees
5. Fuel pumps and automotive fluids dispensers

Another area of critical attention is the alteration required at the two terminal sites. Construction at the West Side Terminal should be completed in 1985. Renovations at the East Side Terminal (surfacing of yard, construction of fuel island, modernization of office building, wiring of the yard for diesel buses) should be undertaken in 1985 and, hopefully, completed by 1986. A critical need will yet remain at the West Side Terminal: parking for staff. Very limited staff parking is provided; the lack of it is a perennial problem with union, staff and neighbors constantly complaining. Efforts will continue to locate parking space near that site.

SECTION K SUPPORT SERVICES

Food Services

The Food Service Department is responsible for providing meals, breakfasts and lunches to schools. The breakfast program currently is a voluntary program and is operational in sixty-two schools. The lunch program is mandatory for all schools.

The department also oversees the operation of the hot lunch program in the forty-two Head Start Programs. These lunches are contracted out to a private concern. The Food Service Department operates with a self-supporting budget just under $24,000,000. The department generates both income and expenses, and reimburses the Board of Education $2,000,000 for fringe benefits and other services supplied to the various programs.

More than 80% of the revenue of the Food Service Department is derived from the federal government and about 4% is received from the state. The remainder comes from the sale of meals to students and adults.

During 1983-84, 82% of the lunches served were produced in twenty-two base kitchens. Eight (8) percent of the lunches were contracted from an outside firm and the rest, 10%, were produced in twenty-two self contained kitchens. Three years ago, base kitchens produced 68% of the lunches, 19% were contracted and self-contained kitchens produced 13%.

If possible the contracted lunches will be phased out by the Food Service Department. It appears that there will always be a small number of schools that will lack facilities for hot lunches, and will therefore have to be provided cold lunches. It is anticipated that less than 10,000 cold lunches a day in twenty-six schools will be served during the 1984-85 school year.

SECTION K SUPPORT SERVICES

The following chart shows the breakdown of lunches for the 1983-84 school year.

Lunch Participation 1983-84

	Total Meals	Average Dails Participation	Membership	Percent of Membership	Percent of Total Meals
Elementary	9,947,039	66,106	75,401*	87.7	60.8
Middle School	4,850,173	32,249	47,725	67.6	29.7
High School	1,016,169	6,756	48,543	13.9	6.2
Special Education/City Wide	544,338	3,619	11,280	32.1	3.3

The vast majority of elementary schools and some buildings used for middle schols were designed around the concept of students going home for lunch. The respective percentages of the membership served at 87.7% and 67.6% respectively probably explains why the noon hour causes administrators so much anxiety.

The base kitchen/satellite program is the result of planning that was initiated in 1959. The cold lunch program was developed in 1969. Both have been modified to more fully meet our changing needs. The breakfast program was initiated in 1978 as a mandatory program. However, because of the lack of state funding, it is now voluntary.

There is always a need to evaluate the various programs to determine if the programs are still responding to student needs or are, in fact, just perpetuating themselves.

The base kitchen/satellite concept developed in Detroit transports hot or cold food in heated or cold cabinets from the base to the satellite schools. To service the number of schools, within the allowed time frame, requires two truck runs from each base. The first run usually leaves the base by 8:30 a.m. This means, as a minimum, the food must be held above 140 degrees for three hours. Since food continues to cook at this temperature, most of our food is overcooked by the time it is served.

* Excludes Kindergarten - - Total Enrollment with Kindergarten was 196,839

SECTION K SUPPORT SERVICES

Even if the membership drops and the number of shools decrease, the need for school lunches will still be substantial. It is conceivable that the Food Service Department could expand to other areas.

For example, there are federal programs to provide meals to senior citizens. What better way to develop good public relations and support for schools than with this group. As costs increase many smaller districts are contracting with larger districts to supply food or even operate their program. And, as the state economy improves, it is possible that state funding for breakfast programs would become available, and breakfast programs would again be mandatory.

There is a variety of new types of programs that have been and are continuing to be developed each year. One program that appears to be very promising is "Capkold." It is a bulk cook/chill system developed jointly by Groen and Cryovac. Several school systems and hospitals are experiencing excellent savings and are providing quality food. It is an area that should be investigated.

Purchasing

The Purchasing Department consists of 37 employees including an assistant director, a principal purchases agent, 15 purchases agents and 20 clerical employees. The department purchases goods and services for all units of DPS. Procedures involve the preparation of specifications, bidding, evaluation of bids, and ordering goods and services.

Initial steps are being taken during 1984-85 to automate the purchasing process. It is anticipated that with automation the period of time between the submission of a requisition and receipt of the goods/services by the requestor will be reduced by several weeks. Other program enhancements planned over the next two years are as follows:

1. With automation, internal administrative applications such as staff attendance, buyer assignments, bid publishing schedule, etc.;
2. a vendor file containing, besides products sold, an EEO status file, past and current transactions, responses to bids; and
3. a product and service price indexing file, together with a price, vendor and usage history.

SECTION K SUPPORT SERVICES

Please Note:

The information for the following units was not received until the week of November 5, 1985. As a result, they were not synthesized.

1. Material and Supply Services Department
2. Publications Department
3. Equipment Department

EXECUTIVE SUMMARY

Material and Supply Services Department

OVERVIEW

The Material and Supply Services Department is administered by an Assistant Director who has responsibility over the following sections or units of operation:

Inventory Control

Under the administration of one supervisor and nine (9) clerical employees, this section receives and processes all requisitions for coded materials, with assistance from the Purchasing Department and Data Processing Department. Based upon the requests, material is ordered for administrative, educational, custodial and engineering supplies, all warehouse receipts are recorded into the inventory system, approval is granted for payments to vendors and proper levels of inventory are maintained. This section also performs the necessary functions of annual store inventories as prescribed by Board of Education requirements and balances said inventories according to usual accounting procedures.

Warehousing and Distribution

Under the direction of a Technical Administrative Assistant and five (5) supervisors, one hundred twenty-seven (127) employees in this section have the responsibility related to the storage and delivery of instructional supplies, general supplies, mail, transportation needs (excluding student transportation) and shop equipment for the Building Trades for all schools and offices within the school district. The section also performs maintenance on all motorized and non-motorized vehicles (approximately 200), except for school buses. Two mailrooms within this unit handle all interoffice and U.S. mail for the school district.

Audiovisual Teaching Aids Library

Under the supervision of a Head Technician, twenty-three (23) clerical and warehousing employees, housed in the Audiovisual Building, receive, catalogue, inventory and store all instructional audiovisual software (films, filmstrips, records, tapes) for use by schools and offices of the school district. This unit also processes all requests for the use of these audiovisual items and ships the items to the requesters throughout the school year. In addition, staff repairs any damaged software as well as generates printed catalogues of the items available in conjunction with the Office of Instructional Improvement. Approximately 87,000 audiovisual items are housed in AVTAL, representing some 26,000 different titles.

Audiovisual Technical Services

Approximately thirty-six (36) technical and clerical employees, working under the supervision of a Technical Administrative Assistant, provide installation, maintenance and repair for all audiovisual equipment owned by the school district. This includes PA systems, films and slide projectors, phonographs, tape and video recorders, radios, televisions, etc. Staff from this unit, in cooperation with the Security Department, also installs, repairs and maintains the school district's proprietary alarm system. All new audiovisual equipment is processed through this unit before installation or delivery to the schools/offices, and a complete inventory of audiovisual equipment is maintained. Staff operates sound systems for all regular Board meetings and Board Committee meetings as well as for all large city-wide meetings sponsored by the school district. A supervisor assigned to this unit is responsible for approximately twenty-two (22) school technicians (not included in the above count) who are housed in each senior high school to provide for the use and first echelon maintenance of audiovisual equipment in the high school.

Issues	Implications
Inventory Control	
1. The current computer program is approximately fifteen years old, has been modified many times over the years, is prone to time-consuming breakdowns and does not adequately satisfy all current needs.	A new computerized Inventory Control system should be developed to replace the current out-moded system. a. Allowance should be made for on-line access by school locations where appropriate. b. The new system should interface with appropriate Purchasing, Accounting and Budget systems. c. The new system should be capable of providing school locations with printed inventories of their textbooks and supplies. d. The new system should have the capability of determining when inventory stock should be reordered and of generating requests for the purchase of new stock.
2. Physical inventories are currently taken during the spring or early summer. The inventory requires three to six weeks time during which a warehouse unit (store) is "closed" and cannot ship material or place delivered material into stock. This process creates problems for schools and offices which need items from the store during the time of inventory.	A cycle inventory should be developed whereby a designated group of warehouse employees (approximately three (3)) would physically inventory groups of coded items within the warehouse stores on a schedule which spans the entire year. This would eliminate the need to close down an entire unit for inventory and would narrow to only a few days each year when certain items could not be shipped through the Inventory Control system.

Issues	Implications
Inventory Control (cont.)	
3. There presently exists approximately 24,000 coded items in the warehouse inventory and on the Annual Requisitions sent to the schools each year. Some of these items are seldom ordered. A vast number of the coded items result from multiple textbook adoptions within curricular (subject) areas.	Appropriate units must review coded inventory items in an effort to delete those which are no longer used or which are used only occasionally. The Division of Educational Services should take necessary steps to reduce the number of coded items resulting from multiple adoptions.
Warehousing and Distribution	
1. Prior to 1970, a vehicle replacement schedule was being maintained whereby all trucks/cars owned and operated by the school district were replaced every seven years. Because of the shortage of funds, this vehicle replacement plan has not been followed and has resulted in a truck fleet that becomes older and older and requires more and more repair expenses to keep it operational.	A vehicle replacement schedule should be reestablished and funds should be budgeted annually to honor that schedule.
2. The vehicle maintenance section of this unit currently maintains all records manually (e.g. parts inventory, vehicle history records, preventative maintenance records, etc.). The manual record systems are time-consuming to maintain and are prone to many errors and omissions.	Automated record-keeping systems should be developed for the maintenance section located at the Willis and Ledyard Garages, encompassing a parts and fuel inventory, a vehicle history file, and a vehicle maintenance file. (The comparable systems, presently being reviewed for the Student Transportation Department, will also satisfy the needs of this unit with some minor modifications.)

Issues	Implications
Warehousing and Distribution (cont.)	
3. Schools and offices often require the filling of emergency requests for books or supplies. No regular provisions exist for off-site staff to come to the warehouse to pick up the needed materials. Consequently, units may have to wait up to a month before the material is delivered.	Consideration should be given to provide space and staff at the Roosevelt Warehouse to fill hand-carried emergency requests from schools and offices. A small portion of the building could be altered in order to provide limited access to non-warehouse personnel who could come to pick up emergency orders. The space could be minimally staffed by two (2) stores clerks who would immediately (within thirty (30) minutes) fill and package the emergency order for the person waiting.
4. The Shop Stock unit within Warehousing and Distribution provides all custodians, engineers and building trade personnel with parts and tools needed by them to perform their duties. Because of the many items involved and the uncertainty of when and how many of each item will be needed, stocking sufficient parts and tools is a problem.	An automated program, developed in conjunction with School Housing staff, should be established which will: a. project annual needs for parts b. generate requests to Purchasing for the parts c. maintain minimal stock levels throughout the year. Seldom used parts should be removed from coded stock and should be purchased on an individual basis as needed.

Issues	Implications
Warehousing and Distribution (cont.)	
5. Each year, more and more general/routine mailings to parents and selected community populations are being sent through our mailroom via the U.S. Mail Service. Zip codes are often left off; incorrect or incomplete mailing addresses are often used.	Greater use should be made of computer-generated labels from the Pupil Information System. Units which send out mailings to selected community populations should develop and maintain correct and complete address files and rely on labels generated by computer or word processors from those files.
Audiovisual Teaching Aids Library	
1. All operational aspects of this unit, with the exception of packaging items for shipment to the schools and processing the returned items from the schools, lend themselves to computerization for greatest efficiency. A microcomputer and software program was installed in July, 1984, and the process of automation has begun.	The following operations within AVTAL should be computerized: a. Inventory of all software b. Recording of all software requests c. Scheduling of all software requests d. Generation of shipping orders for software requests e. Due-date notices and late notices to users of software f. On-line capabilities at school location for scheduling use of software

Issues	Implications
Audiovisual Teaching Aids Library (cont.)	
2. Printed catalogues, with annotations, of available films, filmstrips, etc., have been produced for users only sporadically over the past fifteen years.	With a computerized inventory of all software, properly maintained with additions and deletions, reliable catalogues can be generated and distributed to the schools annually.
3. With the creation of a Department of Instructional Technology, the relationships between this unit and that department have not been adequately addressed.	A study should be made in order to develop the best organizational and procedural patterns of these two units for optimal efficiency and service to the schools.
Audiovisual Technical Services	
1. Many operations of this unit could be computerized in order to improve efficiency.	Computer software should be obtained in order to automate the following operations: a. Inventory of all audiovisual equipment b. Repair requests for audiovisual equipment c. Daily work assignments for AV Technicians d. Maintenance history of various brands of AV equipment

Issues	Implications
Audiovisual Technical Services (cont.)	
2. Within the past three years, this unit, without any increase in staffing, has assumed responsibilities related to the installation and maintenance of a proprietory security alarm system which will eventually be operational in about 100 sites. This year, the school district is purchasing approximately 3,000 telephone instruments which will be under warranty and a maintenance contract for one year but which will require maintenance and repair thereafter.	A study should be made and recommendations developed for: a. staffing needs required by the proprietory alarm system b. the most cost efficient direction to pursue in the maintaining of newly acquired telephone equipment, i.e. a maintenance contract with outside vendor or increased staffing to assume this additional maintenance function.

EXECUTIVE SUMMARY

Publications Department

OVERVIEW

Under the direction of an Administrative Assistant with 18 clerical and technical employees, the Publications Department is responsible for all printing required by the school district. The department monitors all in-house and vendor printing of a variety of documents, brochures, pamphlets, forms, etc; it recruits vendors, handles copyright problems and executes any graphic functions related to printings. Within the department, the Duplicating Section handles all typesetting and printing performed in-house; the Quick Copy Section provides xerograhic reproduction services to all units within the Schools Center, and, on occasion, to area offices and schools.

Issues	Implications
1. Although some aspects of the typesetting process have been automated, there still exist many operations of the Publications Department which could be computerized for greater efficiency.	Automation of the following operations of the Publications Department should be undertaken: a. Specifications for each document printed b. Paper stock inventories c. File of all past and present publications and forms d. Printing contract specifications e. Electronic exchange of information and documents between the Publications Department located in the Schools Center and the Duplicating Section located in the Roosevelt Warehouse

2. Production equipment owned by the school district is limited in its capabilities and, in a few instances, is antiquated.	A plan must be developed and funds made available to repalce old printing equipment and to obtain additional types of equipment which will increase the capabilities and efficiencies of the Publications Department.

EXECUTIVE SUMMARY

Equipment Department

OVERVIEW

Under the supervision of a Junior Administrative Assistant with a staff of sixteen (16) technical and clerical employees, the Equipment Department is responsible for the procurement and maintenance of furniture and equipment within the school district. Departmental responsibility ranges from the initial provision of an item until the item ceases to be functional for Board use.

Specific responsibilities include: processing of requests for furniture and equipment--additional and replacement; processing of requests for portable audiovisual equipment; development of specifications and standards; approval and processing of requests for school purchases; approval for gift acceptance; establishment of equipment accounts; monitoring of all requests to assure adherence to allocated budget; follow-up and inspection of equipment and consultant services to staff.

In addition, the department is responsible for the collecting and maintenance of all data required for a computerized inventory of furniture and equipment throughout the school system.

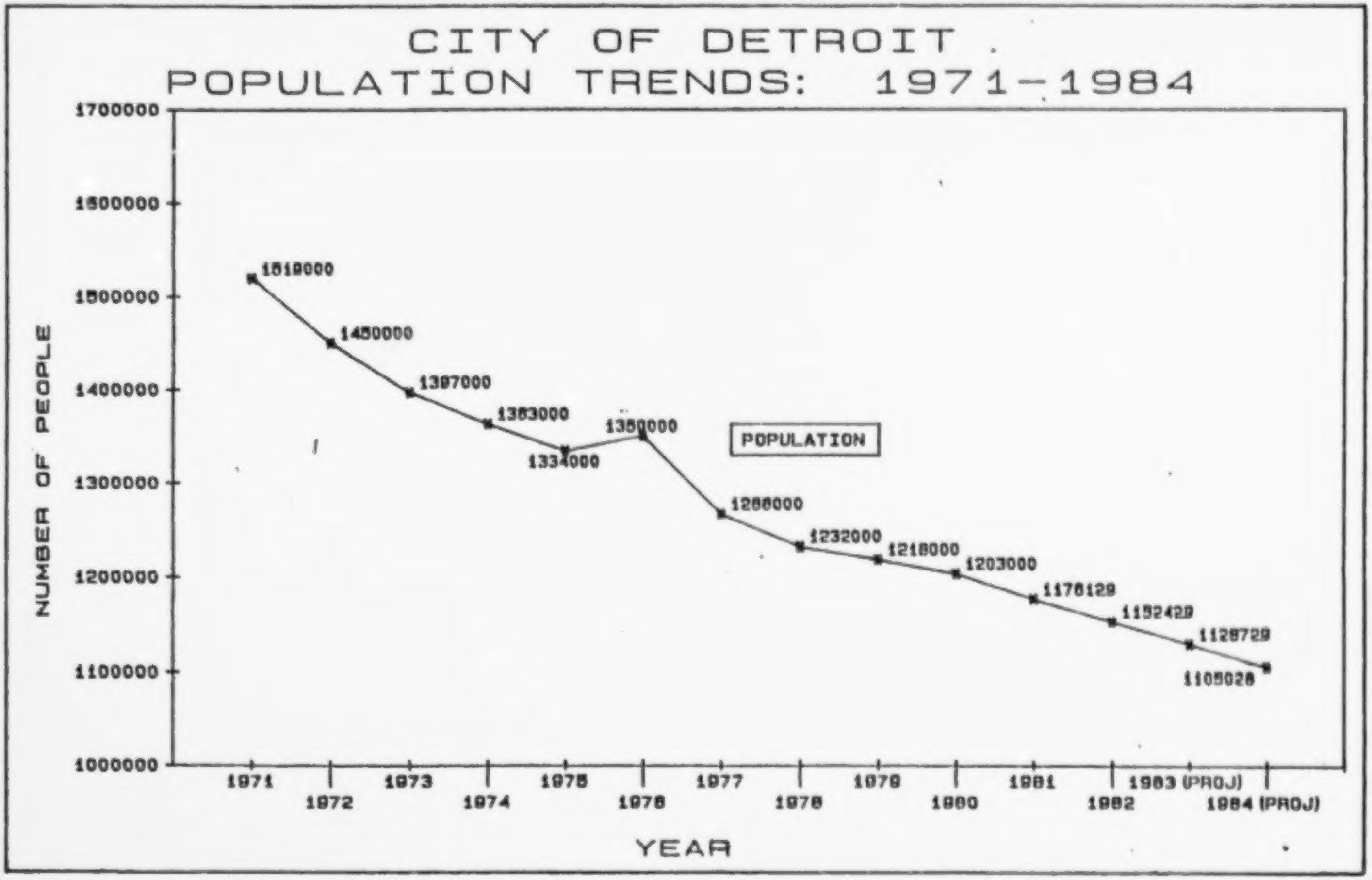
Telephone Operations is also the responsibility of the Equipment Department. The telephone section processes for payment all telephone service bills, oversees all telephone installations, changes and repairs, and, with the recent lease/purchase of telephone equipment, will maintain an inventory of this equipment.

Issues	Implications
1. A computerized furniture and equipment inventory has been made operational and will be fully implemented during school year 1984-85. There are desirable enhancements to that program which should be developed as well as other operations of the Equipment Department which should be computerized/automated.	Over the next few years, the following automated functions should be developed and implemented: a. Existing furniture/equipment inventory should interface with Security and Detroit Police Department systems for the effective tracking of stolen goods belonging to the school district. b. Existing furniture/equipment inventory should be enhanced to include historical information regarding the quality of items by brand/manufacturer. c. An automated file of equipment requisitions should be developed and interfaced with Purchasing Department files. d. A telephone billing and telephone equipment inventory program should be developed and maintained.
2. The installation of a total Centrex telephone system throughout the school district will soon be completed. The contract for the system will be for three years. At the end of that period, the school district will have the option of renewing the contract or moving to a different telecommunications system.	During the school year 1985-86, a committee should be established to study in detail the telecommunication options available to the school district and the equipment and configurations best suited to our needs. Because of the technical nature of the study, outside consultant services should be engaged to assist the school district in reaching its decisions.

Issues	Implications
3. Because of limited financial resources over the past ten years, the replacement of instructional equipment as well as office equipment has been delayed. Schedules for the replacement of instructional typewriters, for example, have not been met. State-of-the-art office equipment has been made available to very few administrative units.	A schedule of critical furniture and equipment replacement needs must be developed for all schools and offices, together with estimated financial resources required; the funds should be budgeted each year to meet the replacement schedule. A five year plan should also be developed for automating schools as well as administrative offices and financial resources should be designated for the implementation of that plan.

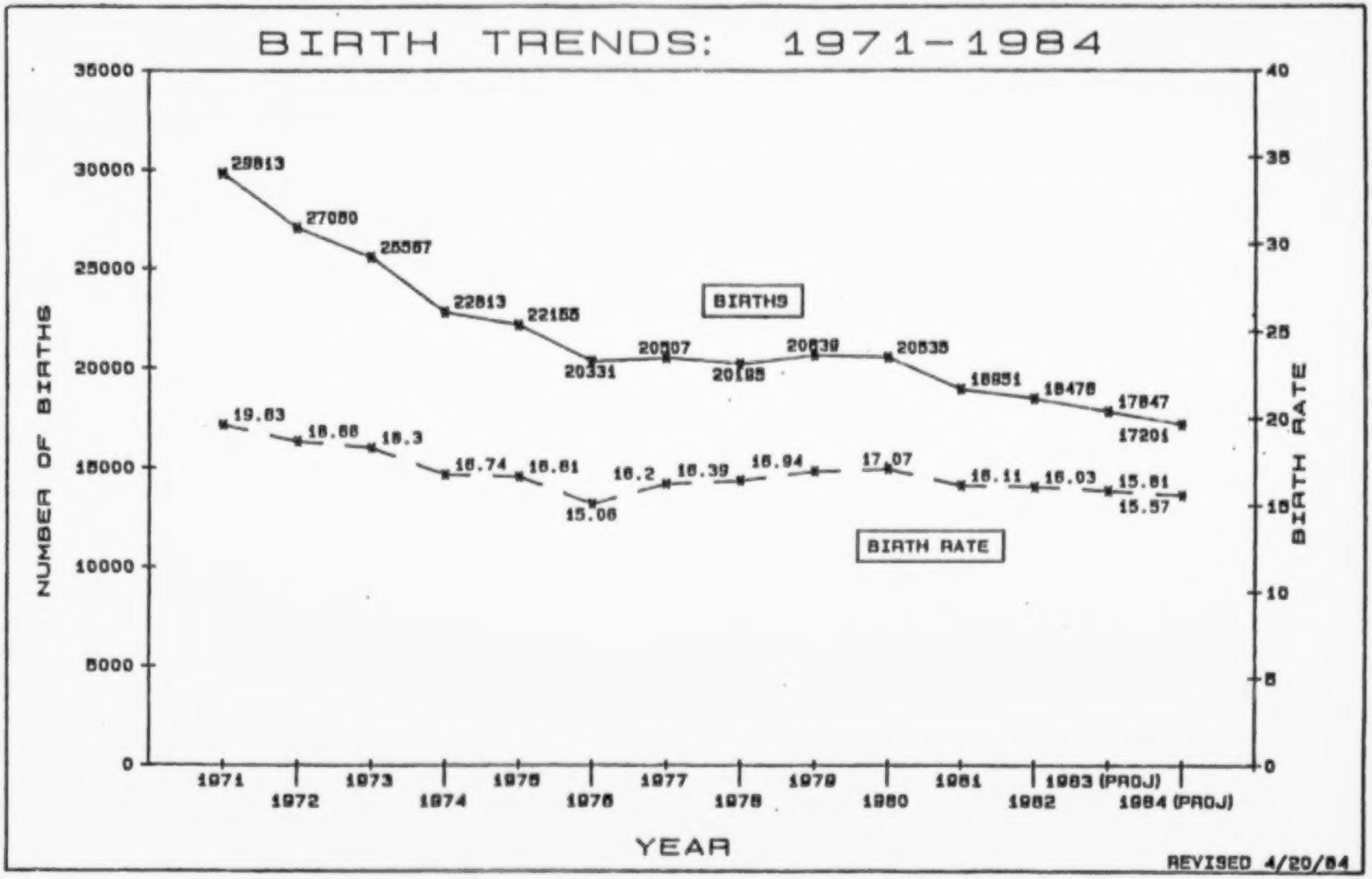
BUILDING PROGRAMS

FIGURE 84-K-1



SOURCE: Personnel Forecasting Committee 1983-84 Final Report, June 15, 1984

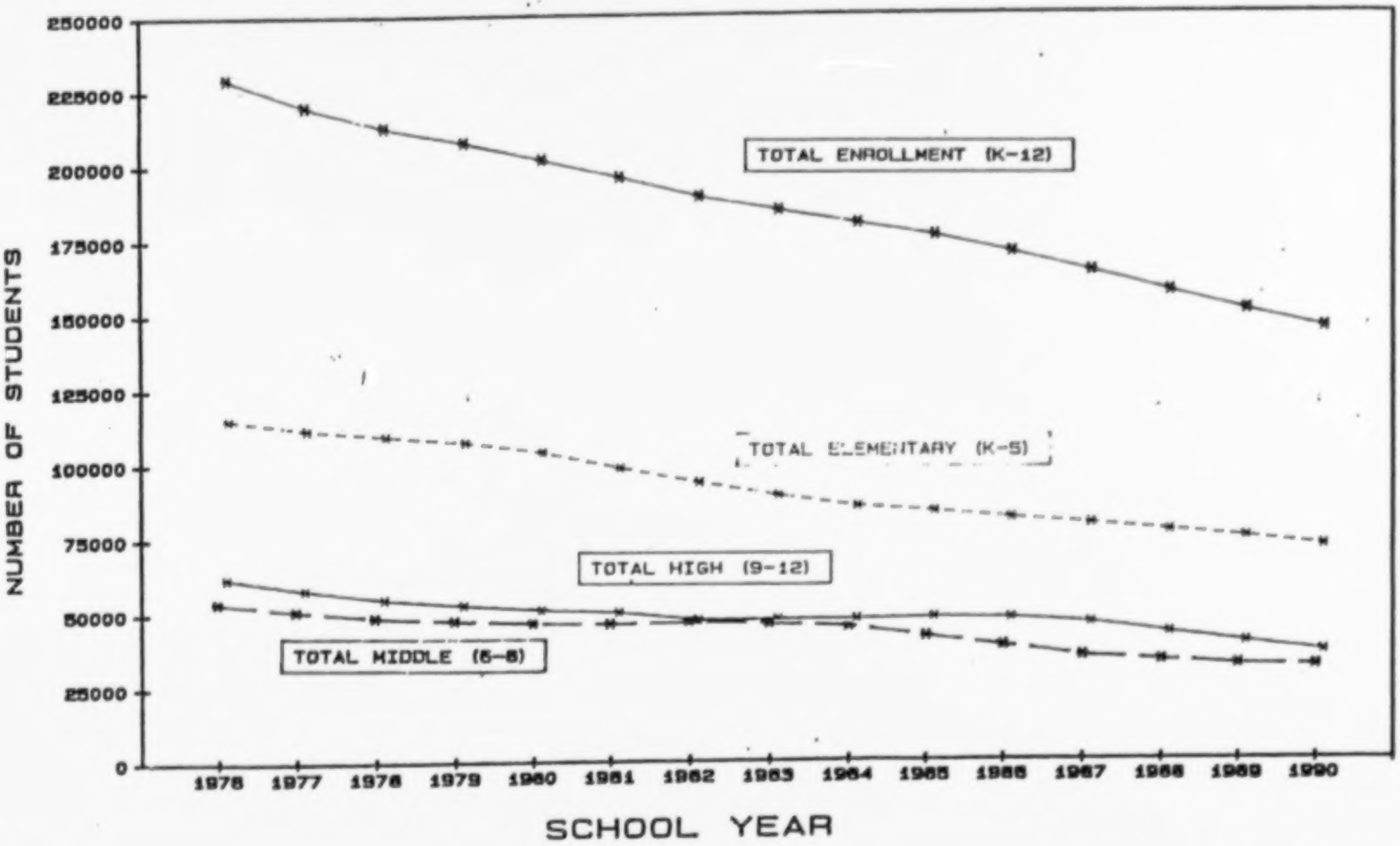
FIGURE 84-K-2



SOURCE: Personnel Forecasting Committee 1983-84 Final Report, June 15, 1984

FIGURE 84-K-3

TOTAL DPS ENROLLMENT
GRADES K-12, 1976-1990



NOTE: 1984 to 1990 numbers are projections.

SOURCE: Personnel Forecasting Committee 1983-84 Final Report, June 15, 1984

TABLE 84-K-4
CITY OF DETROIT
PUBLIC AND PAROCHIAL MEMBERSHIP
1955-84

	1955-56	1960-61	1965-66	1970-71	1975-76	1980-81	1981-82	1982-83	1983-84
Public	272,528	281,273	295,177	286,057	247,778	211,825	205,814	200,915	196,218
Parochial	88,604	89,912	82,712	53,850	37,326	30,763	28,258	28,968	29,189
	361,132	371,185	377,889	339,907	285,104	242,588	234,072	229,883	225,407
Percentage									
Public	75.5	75.8	78.1	84.2	86.9	87.3	87.9	87.4	87.0
Parochial	24.5	24.2	21.9	15.8	13.1	12.7	12.1	12.6	13.0

SOURCE: Office of Instructional Improvement, Information Systems, March 9, 1984

IMPACT OF RECENT DETROIT POPULATION TRENDS ON SCHOOL MEMBERSHIP AND BUILDING NEED

October, 1982

DETROIT POPULATION AND HOUSING TRENDS OVER SIX DECADES

Recently available data from the U. S. Census of 1980 provide an opportunity to examine the long-term population trends and their impact on public school memberships. Trends in school membership are substantially influenced by the process of growth, aging and change through which all neighborhoods pass.

Detroit had its principal growth during the decade of the 1920's, but the inner fifth of the city was largely in place before World War I, and the outer fringe, also about a fifth of the total, developed principally in the decade immediately following World War II.

The total population of the city rose from just under a million in 1920 to 1,850,000 in 1950, and has fallen since that peak back to 1,200,000.

During this period of greatest population decline, Detroit child population has also been sharply affected by the post-war baby boom and subsequent fall in birth rates. The school age population (5-17) rose between 1950 and 1960 from 320,000 to 375,000 and has fallen since that peak to approximately 270,000.

During the same period there has been a sharp decline in the number of Detroit youth attending private and parochial schools from 90,000 in 1960 to less than 30,000* at the present time. On a percentage basis private and parochial memberships have fallen from 25 percent in 1950 to 11.4 percent in 1980. Percentages of the total child and youth population (5-17) attending public schools rose from 72 percent in 1950 to 79 percent in 1970, and have remained at that level over the last decade.

	1950	1960	1970	1980
Percent public schools	71.8	76.1	79.3	78.6
Percent private and parochial schools	25.0	23.5	18.8	11.4

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*Data represent location of the school rather than residence of students within the City of Detroit.

Inner City

The area within the Penn Central Railroad, corresponding generally to the area within the Grand Boulevard and extending into Southwest Detroit, had a population of 469,044 in 1920 which has been declining progressively since that date. By 1950 the area had lost approximately one-sixth of its peak total, and by 1980 three-fourths of the former population had left.

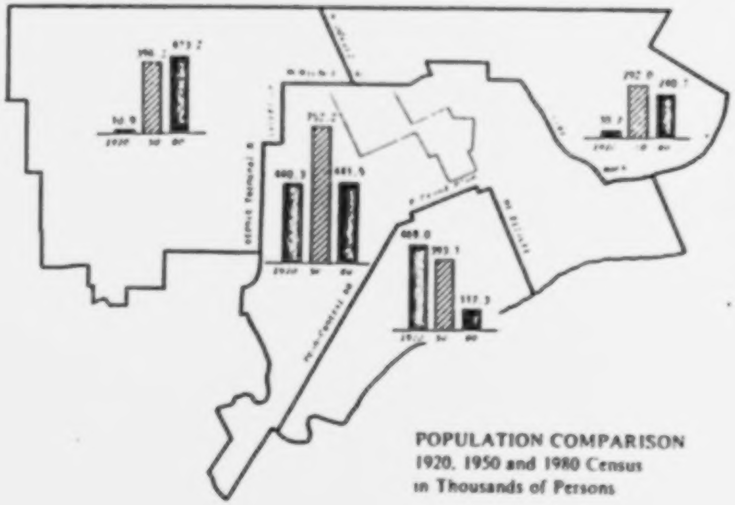
The population loss since 1950 has been accompanied by a sharp reduction of dwelling units within the area. Approximately half of the units were lost to clearance for freeways, other public purposes, or were simply victims of abandonment, vandalism and arson. In spite of the rebuilding in Lafayette Park, Elmwood and other scattered locations within the Inner City, a loss of some 50,000 dwelling units was scarcely offset by reconstruction in the range of 10,000 to 15,000 apartments and townhouses.

The impact of reduction of dwelling units was further enhanced by a high vacancy rate among the remaining dwellings, and greatly reduced average family size. In 1980, 12,000 units, or 14 percent of the total, were vacant. The remaining 60,500 occupied dwelling units had an average count of 2.25 persons, as compared to an average size of 3.7 in 1950. This reduction in occupancy is greater than elsewhere in the city where average occupancy in 1950 was 3.3 in 1950 and down to 2.8 in 1980.

The occupancy rate of 2.25 represents a drastic reduction of families with children, replaced by elderly and many single and two person households.

Middle Sector

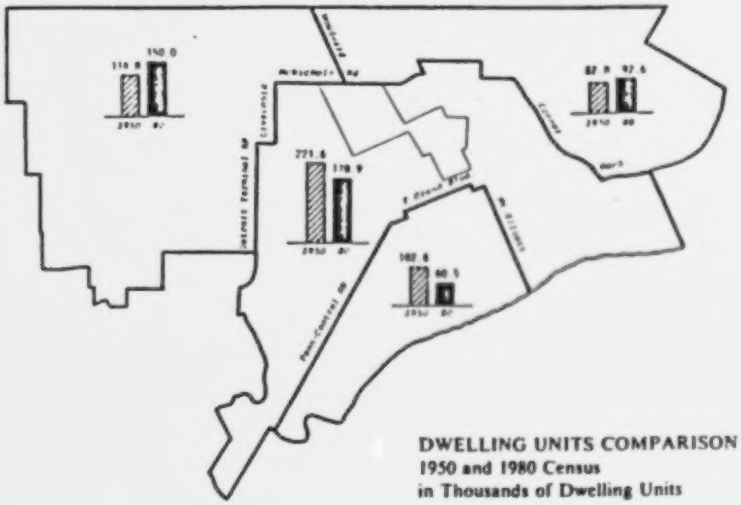
The Middle sector between the Penn Central belt line and the Detroit Terminal belt line consists principally of houses built during World War I and the 1920's. It was in this period that houses were built in a relatively high density pattern of two and four family flats intermingled with multi-storied apartment structures and without zoning controls. This belt had a population of 440,000 in 1920, and almost doubled in population to 752,000 by 1950. By 1980, its total population had returned to the 1920 level of approximately 440,000.



POPULATION COMPARISON
1920, 1950 and 1980 Census
in Thousands of Persons

The loss of over 40 percent of its population over the three decades was accompanied by a loss of 42,000 dwelling units or almost 20 percent of its 1950 total. This loss was the result of clearance for freeways, but relatively little other clearance for public purposes. In several sectors of this belt there was a critical loss of dwellings as a result of abandonment, vandalism and arson.

The declining desirability of this area for family residence was reflected in a loss of 30 percent of the families and a high rate of vacancy of the remaining dwellings, in excess of ten percent in 1980. Average rate of occupancy fell from 3.3 persons in 1950 to 2.75 in 1980.

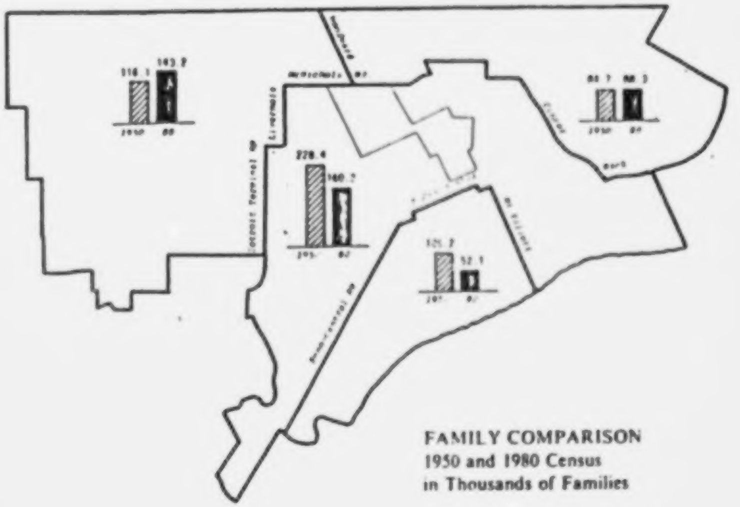

116.8
150.0
1950
80
82.9
97.6
1950
80
221.6
170.9
1950
80
102.6
60.1
1950
80
McNichols Rd
Woodward
Livernois
Detroit Terminal RR
Conner
E Grand Blvd
Mt Elliott
Penn-Central RR

DWELLING UNITS COMPARISON
1950 and 1980 Census
in Thousands of Dwelling Units

Northeast Sector

The Northeast sector consists generally of the area east of Conner and north of McNichols. This area which consisted of several villages with a total population of 30,000 in 1920 had grown to almost 300,000 by 1950, but has had a 17 percent (50,000 person) population loss over the period since 1950. The area was substantially built up by 1950 with a total of 82,843 dwellings. Since that time there has been a growth of approximately 12 percent principally by infilling of vacant lots and along former commercial frontage.

There has been an increase of four percent in the number of occupied dwelling units from 84,743 to 88,256. The vacancy rate is below five percent.


116.1
143.7
1950
80
84.7
88.3
1950
80
228.4
160.2
1950
80
121.7
52.1
1950
80
McNichols Rd
Woodward
Livernois
Detroit Terminal RR
Conner
Mt Elliott
Penn-Central RR

FAMILY COMPARISON
1950 and 1980 Census
in Thousands of Families

The chief reason for a decline in overall population over the past three decades has been a rather sharp decline in the average family size from 3.45 to 2.75. Since this decrease, however, is not the result of a change in housing supply such as an increase in apartment structures, it must be attributed largely to aging and departure of children from the homes. It may be anticipated that movement of young families with small children into relatively good sized houses will sustain the present population total, and increase the child population.

Northwest Sector

The only sector of the city which has continued to grow over the past three decades has been that sector of Northwest Detroit which lies generally west of Livernois. In 1920 this area had consisted only of villages like Redford and Strathmoor with a total population of 10,000. Since 1950 this sector has experienced:

An increase in dwelling units of 30 percent from 114,786 to 150,019

An increase in families of 22.5 percent from 116,086 to 143,178

An increase in total population of 6.8 percent from 396,326 to 423,207

The increase in the number of dwelling units consisted of infilling of vacant lots and along former commercial streets. There have also been several medium size apartment groups on land which had been unsubdivided acreage in 1950.

From 1950 to 1980 the reduction in average size of occupied dwelling unit was relatively small: from 3.4 to 3.0. In 1980 the vacancy rate was below five percent.

Summary

On the basis of present trends, we may anticipate that over the next decade the outlying Northeast and Northwest sectors will sustain approximately their present population in the range of 650,000.

The two inner sectors may be expected to continue to lose dwelling units and families with a resulting population loss in the scale of 50 percent of the present remaining total. Total population of Detroit in 1990 without a change in the present trends would be in the range of 900,000 to 950,000.

DISTRIBUTION OF ELEMENTARY MEMBERSHIP

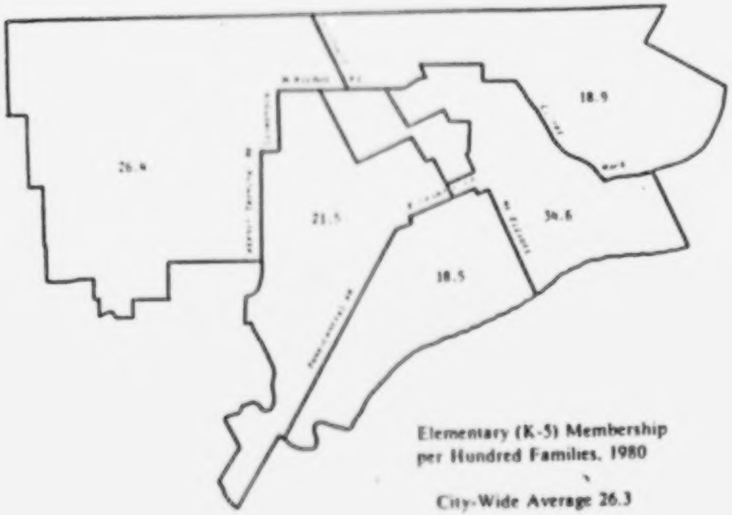
Slightly under half (47.2%) of the elementary memberships in 1980 were within the inner portion of the city bounded by the Detroit Terminal Railroad. Approximately three-eights were located in Northwest Detroit, and one-sixth in Northeast Detroit. The factors which will affect the trend of memberships in these sectors in the future are examined in the following analysis.

Comparison of the number of children enrolled in public elementary school with the total number of families in any given neighborhood may provide a useful means of analyzing the neighborhood and projecting future trends in school membership.

Over the city as a whole in 1980 there were 26.3 public elementary students for each hundred families as shown in the census. However for a few school areas the number of memberships fell below ten, and in a few it was over 40.

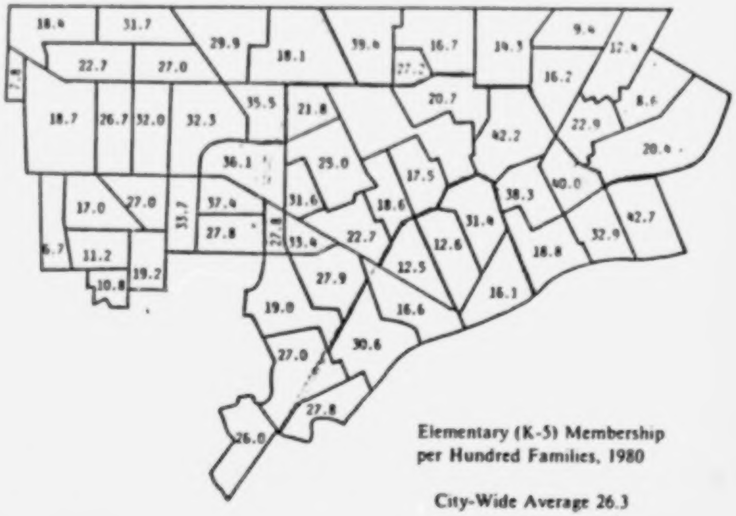
There were two principal reasons for this variation. Neighborhoods with high public school memberships have high concentrations of young families who send their children to public schools. Those with low numbers have concentrations of families, without children in public school, usually elderly, but sometimes others living in one or two bedroom apartments. Some neighborhoods have ethnic settlements with a tradition of sending their children to private or parochial schools.

There are relatively few areas in the City of Detroit which have concentrations of apartment buildings which are too small for families with children. Most of the structures of this type are in the central portion of the city or along the Detroit river where much of the new apartment construction for young adults and elderly has been built.


26.4
21.5
18.5
34.6
18.9

Elementary (K-5) Membership per Hundred Families, 1980

City-Wide Average 26.3


18.4
31.7
29.9
18.1
39.4
16.7
14.3
9.4
12.4
7.8
22.7
27.0
27.2
16.2
18.7
26.7
32.0
32.3
35.5
21.8
20.7
42.2
22.9
8.6
20.4
36.1
25.0
17.5
38.3
40.0
17.0
27.0
35.7
37.4
31.6
18.6
31.4
42.7
27.8
27.8
33.4
22.7
12.6
18.8
32.9
6.7
11.2
19.2
10.8
27.9
12.5
16.1
19.0
16.6
30.6
27.0
27.8
26.0

Elementary (K-5) Membership per Hundred Families, 1980

City-Wide Average 26.3

Most dwellings in the rest of the city are in single, two or four family structures with three or more bedrooms. Over 50 years most neighborhoods go through a cycle in which the number of children is first very high, then very low as these children pass through the schools and leave home, then a new concentration as older families sell the houses and new young families move in.

The maps above show the membership per hundred families first by major sectors, then by smaller areas.

The sector with the lowest public school child population is the Inner City with 18.5 per hundred. On the west side the average rises to 21.5 in the middle belt, and to 26.4 or the city average in the Northwest beyond Livernois.

On the east side the general pattern is strikingly different. The middle sector has a high average of 34.6, and the far Northeast falls to a low of 18.9.

The present situation and probable future trends may be understood more clearly by examination of the more detailed map.

The close-in Inner City which has the greatest concentration of apartment dwellings and housing for the elderly has memberships in the range from 12.5 to 16.6. There are no foreseeable circumstances which will attract young families with small children. It is more probable that the institutional uses will grow and the remaining supply of family housing will be further diminished by vandalization and demolition.

Proceeding on the west side into the middle sector, this area experienced its second cycle of young family occupancy in the 1960's which has now passed its peak and fallen to 21.4 in 1980. A 20 percent loss of dwelling units over the past 30 years indicates the beginning of a trend which will probably accelerate over the next two decades. The combination of dwelling unit loss with declining birth rates has resulted in a 50 percent drop-off in kindergarten admissions over the past decade. A comparable loss of total memberships will follow over the years immediately ahead.

Northwest Sector

The highest yield of elementary memberships per hundred families on the west side is in the Cooley and Mackenzie areas where the numbers range in the mid 30's. These memberships represent a peak in the cycle which will hold for a few years but gradually decline.

Much of the area beyond Southfield is still well below the city average of 26.3, but it is rising as new young families move into these outlying neighborhoods. It will undoubtedly continue to rise until it reaches levels between 30 and 35. Memberships in this range would double the membership in several of the outlying schools to which students are now being transported because of overcrowding elsewhere.

Northeast Sector

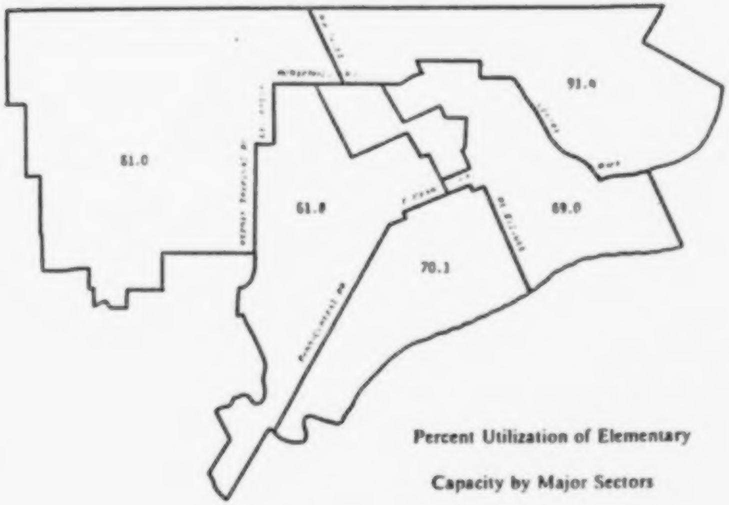
The situation on the east side presents the same general pattern of development, but with greater highs and a wider remaining band of low memberships.

A broad band which may be identified as the Robinson, Foch, Joy, Barbour and Nolan service areas has over 40 elementary memberships per 100 families, which is the highest child concentration in the city. Like the Cooley-Mackenzie area on the west side this concentration undoubtedly represents a peak which will hold for a few years, but then decline towards the city average of 26.3.

On the outer fringe of Northeast Detroit there are two factors which contribute to a low public school membership.

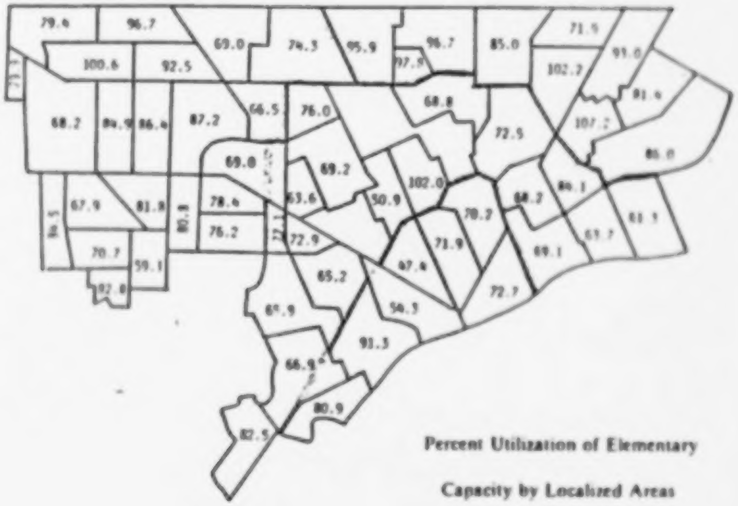
> There is a high concentration of older families many of them living on a retirement income in houses which they moved into in the early postwar period.
>
> There is also a concentration of families either Catholic or Lutheran who send their children to parochial schools.

Since the outlying areas fall below ten, and the areas close to Conner are rising towards the city-wide average of 26.3, it is reasonable to anticipate that the movement of young families into this area will push memberships up to the city-wide average or into the mid 30's. An increase to the rate of 30 would almost double elementary memberships from 10,500 to 20,000.


81.0
61.8
91.0
70.1
69.0

Percent Utilization of Elementary

Capacity by Major Sectors


79.4
96.7
69.0
74.3
95.9
96.7
85.0
71.9
100.6
92.5
97.9
102.2
93.0
68.2
84.9
86.4
87.2
66.5
76.0
68.8
72.5
107.2
91.6
69.0
69.2
102.0
86.0
67.9
81.8
80.8
78.6
63.6
50.9
70.2
68.2
86.1
76.2
72.9
71.9
69.1
63.7
81.3
70.7
59.1
92.0
65.2
67.4
72.7
67.9
56.3
91.3
66.9
80.9
82.5

Percent Utilization of Elementary

Capacity by Localized Areas

RELATION OF MEMBERSHIP TO CAPACITY

The capacity of an elementary school is rated on the basis of the maximum utilization of all instructional spaces which can be scheduled with 32 students per class. This rated capacity assumes 100 percent use of rooms for instructional activity without reserving classroom spaces for individualized tutoring, special exhibits, or for teachers to have free time within the classroom for preparation. It is recognized that some flexibility of free rooms for these purposes is a desirable use of space, and based on this recognition, the school system has frequently applied a rough measure indicating that under-scheduling to a level as low as 75% should not be considered a critical underutilization of space; but that local schools or groups of schools which fell below 75 percent should be examined to find more efficient organization and utilization.

Northeast Sector

Considering the larger sectors, the entire belt beyond the Detroit Terminal Railroad has a rate of 84 percent, substantially above the 75 percent critical level. The highest rate of utilization within the entire city is in the outer Northeast sector which has an overall utilization rate of 91 percent.

Since the Northeast sector has a potential for substantial further growth in public school memberships, there is little prospect for releasing buildings from service in this area, and there may even be a need for additional buildings by lease or purchase if an accelerated rate of movement brings large numbers of new young families over a short period of time.

Northwest Sector

The second highest rate of utilization within the outer belt is in the area served by Cooley, Ford and Redford high schools which has a utilization rate of 88 percent. One leased parochial school is in use in this sector. Discontinuance of this rental will undoubtedly require transportation to those few schools which fall below the 75 percent utilization level. However, those schools have a prospect of doubling memberships within their own service areas.

The lowest level of utilization in the outer sector is in the areas served by Cody and Mackenzie high schools which has now fallen to 73.4 percent. As in the Redford and Ford areas, a few schools with local membership in the range of ten per hundred families may double or triple in local membership.

Middle Sector

By contrast with the relatively high rate of utilization in the outer belt the lowest rate of utilization of buildings is in that broad middle-aged belt lying between the Penn Central belt line and the Detroit Terminal belt line. This belt has a rate of utilization of only 65 percent at the present time, has lost population and school memberships over the past decade, and is in prospect of losing more families and school age children at an accelerating rate.

Most of the school buildings as well as the houses in this belt line were built in the 1920's. To complicate the problem of selecting buildings to take out of service, most of the elementary schools are large and spaced to serve large geographic areas. On the average, the 72 elementary buildings in this sector have capacity of 820; there are 17 which have capacity for over 1,000 each. In the expansive mood of the 20's, Detroiters were proud of the schools that had capacity for 36 or 40 platoons of students. They apparently saw no irony in their claim that Northwestern-McMichael-Marr was a group of buildings with the most students in the world located at the intersection of Grand River and the Boulevard which was the "busiest traffic intersection" in the world.

From the standpoint of distances which students must walk to school, it would be advantageous to continue operations in most of the present locations with sizes of the larger buildings reduced to the 600-800 range. Examination of the possibility of achieving economies by reducing the size of the operation in these larger buildings must be carefully examined. In some situations it may be possible to remove portions of buildings and leave efficient operating buildings.

However, the reductions to be achieved in this way should not overshadow the larger probability that it will be necessary to reduce the overall capacity within this sector in the range of 50 percent over the coming decade.

Inner City

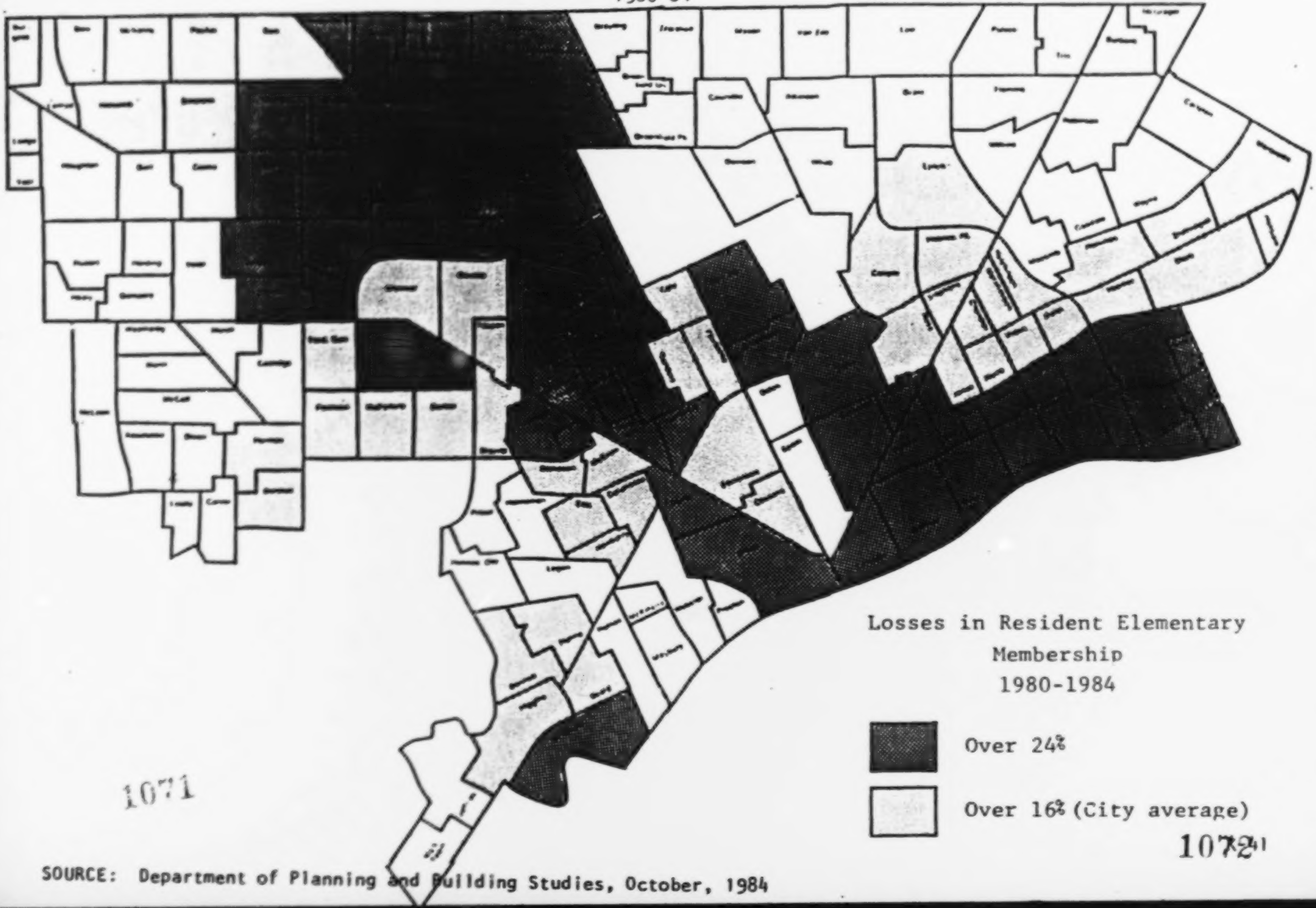
The rate of utilization in the oldest portion of the city within the Penn Central belt line is 70 percent. It is within this sector that many of the older buildings have already been taken out of service. However, the population and school membership is also continuing to decline. Some local areas have relatively small service areas which may be consolidated as membership falls further.

CONCLUSION

In a large urban population there are continuing shifts in the demands on public school buildings closely related to the aging of neighborhoods and their renovation by movement of new young families into them. These shifts in child population and building needs may be anticipated by analysis of the age composition of the neighborhoods, in particular by the memberships measured by total numbers of families.

This analysis applied to Detroit indicates that there are some outlying neighborhoods whose buildings are now underutilized, which may be expected in the decade immediately ahead to refill to the point of overcrowding, in some situations probably requiring either transportation or additional classroom space within those neighborhoods. In other neighborhoods the underutilization of buildings is part of an overall population decline and reduction of the housing supply. In these neighborhoods it will be necessary over the next decade to reduce progressively the supply of classrooms in use.

TABLE 84-K-6
LOSSES IN RESIDENT ELEMENTARY MEMBERSHIP
1980-84

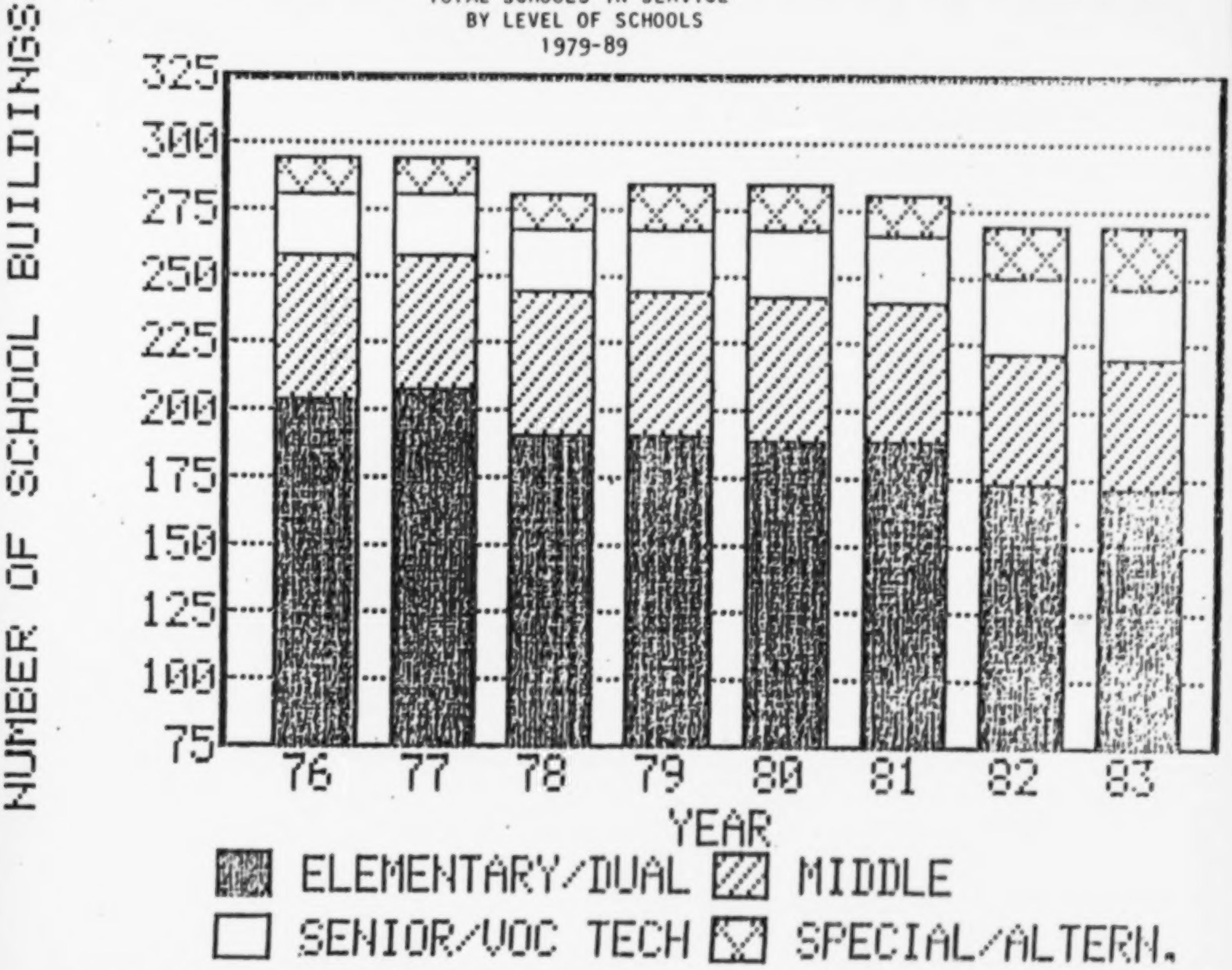

Losses in Resident Elementary Membership 1980-1984
Over 24%
Over 16% (City average)

1071

1072

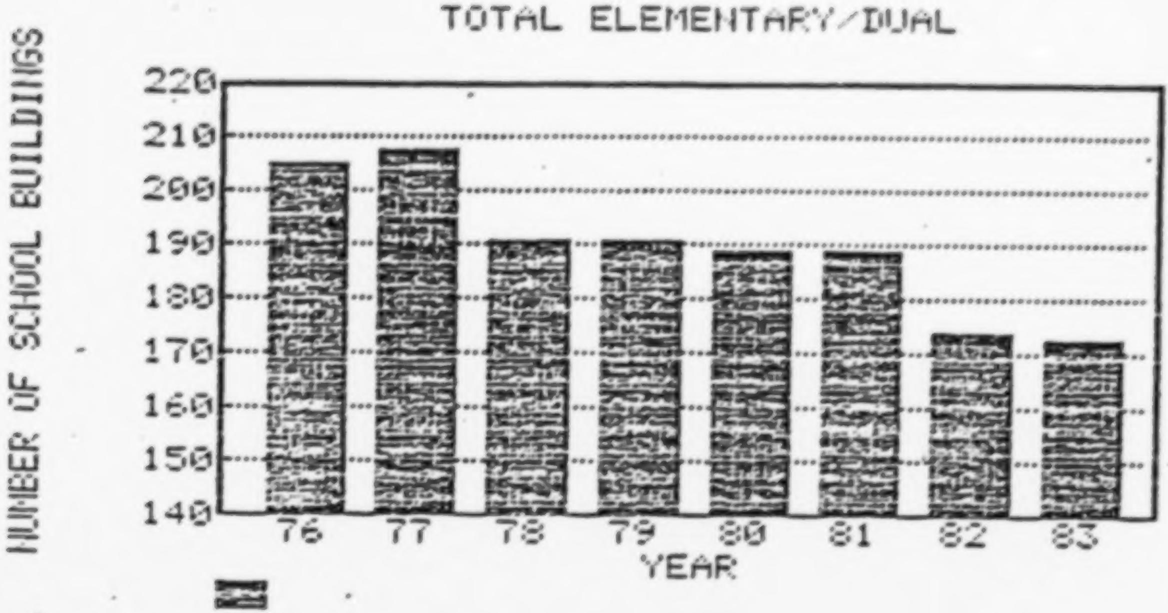
SOURCE: Department of Planning and Building Studies, October, 1984

FIGURE 84-K-7
TOTAL SCHOOLS IN SERVICE
BY LEVEL OF SCHOOLS
1979-89



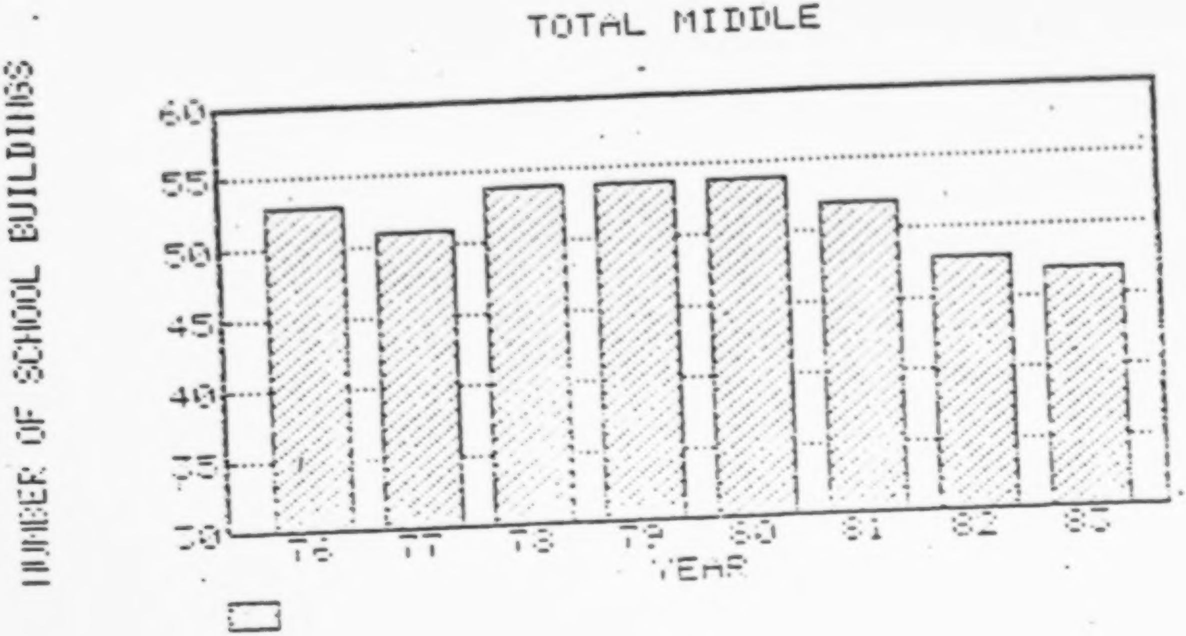
SOURCE: Department of Planning and Building Studies

FIGURE 84-K-8
TOTAL ELEMENTARY/DUAL SCHOOLS IN SERVICE
1979-89



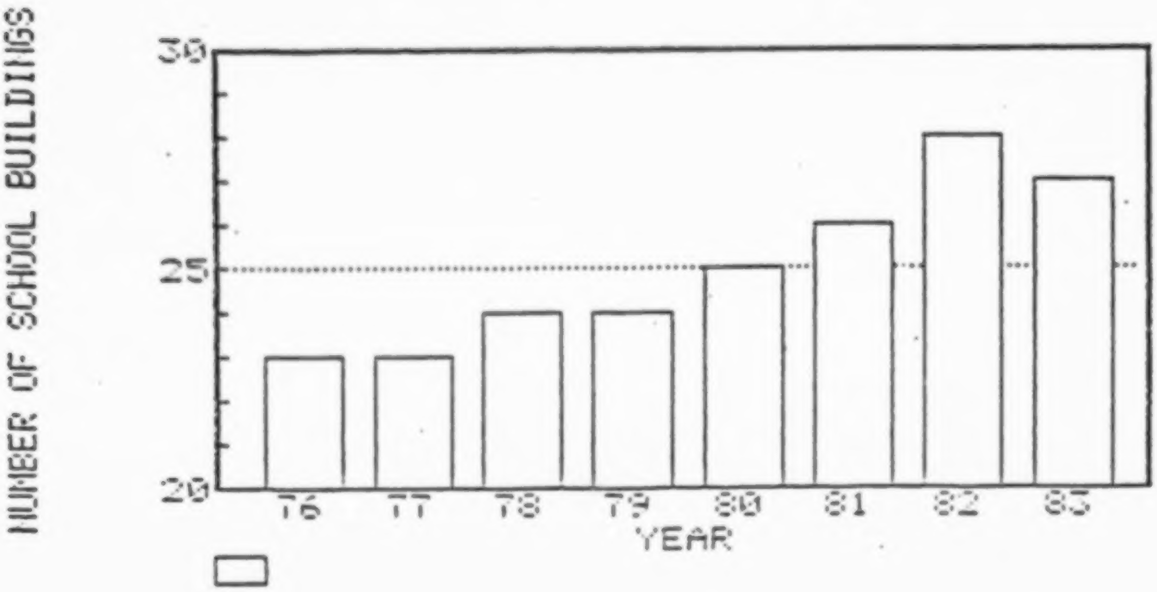
SOURCE: Department of Planning and Building Studies

FIGURE 84-K-9
TOTAL MIDDLE SCHOOLS IN SERVICE
1979-89



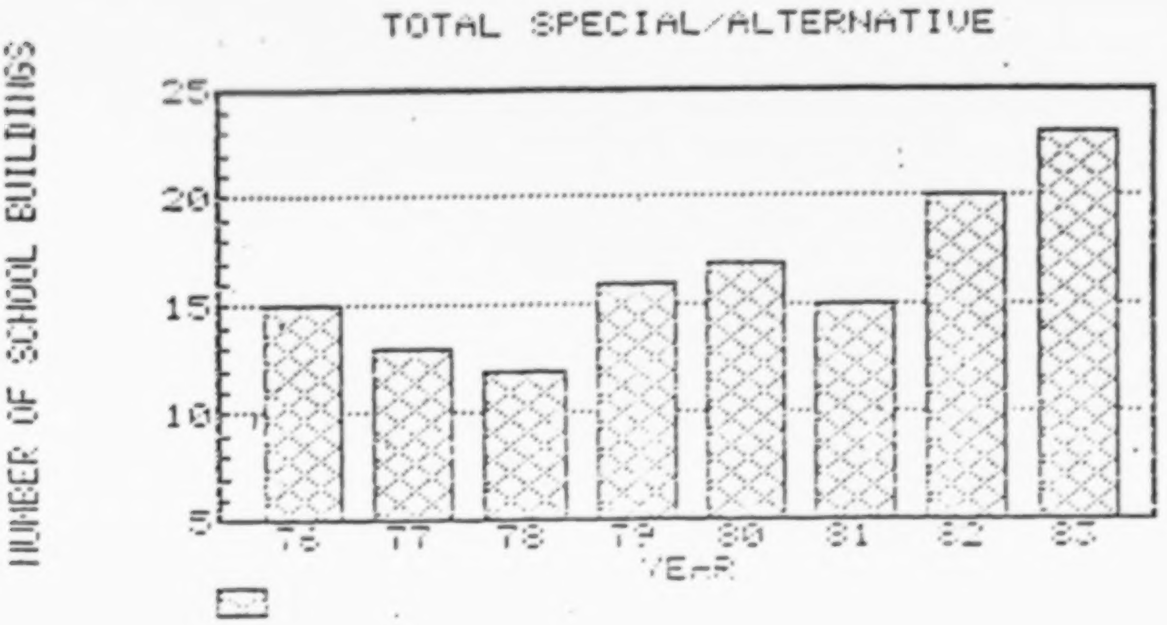
SOURCE: Department of Planning and Building Studies

FIGURE 84-K-10
TOTAL HIGH/VOC. TECH SCHOOLS IN SERVICE
1979-89



SOURCE: Department of Planning and Building Studies

FIGURE 84-K-11
TOTAL SPECIAL/ALTERNATIVE SCHOOLS IN SERVICE
1979-89



SOURCE: Department of Planning and Building Studies

SCHOOL CLOSINGS

TABLE 84-K-12
SCHOOLS TAKEN OUT OF REGULAR SERVICE SINCE 1970 INCLUDING CONVERTED TO ADULT OR SPECIAL EDUCATION USE
1970-83

1970

1922 Old School for the Deaf (replaced and demolished)

1971

1896 Estabrook (demolished)

1972

1894 Campbell (demolished)

1899 Franklin (old portion demolished;
1921 portion use for adult education)

1896 Poe (old portion, demolished;
1922 portion used for special education)

1883 Trowbridge (demolished)

1973

1903 Morley (sold to city, demolished)

1974

1955 Potter (sold)

1905 Sill (demolished)

1975

1883 Farrand (demolished)

1906 Jones Annex (old Jones, demolished)

1906 Damon Keith (old St. Clair, demolished)

1905 Old portion of Lillibridge (demolished)

1975

1902 Pingree (demolished)

1962 Pingree primary

1976

1898 Alger (demolished)

1895 Amos (demolished)

1898 Campau (demolished)

1962 Cortland primary (used for adult education)

1901 Craft (demolished)

1911 Crosman (used for adult education)

1920 Portion of Greenfield Park

1912 Hillger (sold)

1879 Myrtle (old Owen, demolished)

1890 Palmer (demolished

1920 Portion of Richard Annex

1903 Smith (old portion of Bunch, demolished)

1905 Thomas (sold)

1977

1887 Whitney Young (old Field, demolished)

SOURCE: Department of Planning and Building Studies, September 18, 1984

TABLE 84[illegible]-12 (cont.)
SCHOOLS TAKEN OUT OF REGULAR SERVICE SINCE 1970
INCLUDING CONVERTED TO ADULT OR SPECIAL EDUCATION USE
1970-83

1978

1892 Columbian (demolished)

1901 Dancy (old Eastern, demolished)

1916 Kennedy (demolished)

1912 Marcy (demolished)

1916 Maybee (demolished)

1924 Ruthruff (used for adult education)

1914 Trombly (used for adult education)

1906 Wingert (used for special education)

1980

1911 George

1917 Leland (sold)

1905 Monteith

1900 Parke (sold to city, demolished)

1887 Rose (sold)

1981

1873 Clay (sold)

1908 Greusel (demolished)

1915 Hunter (sold)

1913 Majeske (sold to city, demolished)

1913 Marr (demolished)

1921 Martindale (portion of McMichael demolished)

1912 Northwestern (demolished)

1982

1901 Cary

1922 Dubois (sold)

1913 Dwyer (sold to city, demolished)

1924 Foch

1956 Foster

1970 Hancock primary (to be used for special education)

1962 Harris

1922 Jefferson (used for storage)

1919 Keating (used for special program)

1916 McMichael (demolished)

1907 Moore (demolished)

1914 Northeastern

1962 Norvell (sold to city)

1915 Pierce

1894 Preston

1962 Reeves (sold)

1922 Stratford (demolished)

1962 Tendler primary

1983

1964 Field (used for special education)

1915 Lingemann

1926 McKerrow (used for special education)

1914 Marxhausen

MAINTENANCE

TABLE 84-K-13
BOND RENOVATION PROGRAM
1984-85

	1 Schools Surveyed	2 # Schools Scheduled for Renovation	3 # School Projects in Design	4 # Projects to be Bid by October/84	5 # School Projects Assigned to Shop Forces and Underway	6 # School Projects Under Contract	7 # School Projects Completed	8 Total Projects (#'s 4+5+6 +7=8)
Roofs	132	75	16	16	7	-0-	36	59
Major Masonry	29	9	6	2	-0-	1	-0-	3
Minor Masonry	37	37	2	-0-	1	-0-	34	35
Windows	88	80	11	2	37	1	-0-	40
		201						137

Summary: 68% of projects scheduled (137 of 201) are completed, under contract, about to be bid or are assigned to shop forces for construction.

SOURCE: Office of School Housing, October, 1984

TABLE 84-K-14
VANDALISM CHARGES
1976-84

Year	Plexigas & Glass w/Installation	Major Arson	Misc. Repairs	Clean-up Estimate	Estimated Depreciated Cost Lost Equip.	Total
1976/77	$ 324,958	$ 360,850	$ 317,245	$ 95,000	$ 110,403	$ 1,208,456
1977/78	387,848	100,822	314,535	85,000	57,823	1,046,028
1978/79	389,630	59,420	529,476	90,000	70,850	1,139,376
1979/80	408,680	49,150	797,821	95,000	80,000	1,430,571
1980/81	495,499	182,250	749,517	105,000	100,000	1,632,266
1981/82	520,636	140,850	759,055	105,000	134,348	1,659,889
1982/83	516,824	*472,561	547,145	115,000	238,729	1,890,259
Est.. 1983/84	520,000	130,000	700,000	105,000	240,000	1,695,000

(1) Labor cost expended by Custodians and Engineers for clean-up are included in their regular pay.

(2) Estimated depreciated cost for lost equipment is prepared by the Security Department only if it is reported to them.

(3) Not included are expenditures incurred replacing sport equipment, furniture, draperies, tools, school books and supplies because they are not charged directly to Vandalism or Arson Work Orders.

Comments: No one keeps records of the number of incidents, including the Security Department. They have records of Theft & Damage Reports, but these cover a variety of situation and many incidents are never reported.

SOURCE: Cost Control Files, Office of School Housing, October, 1984

ENERGY CONSERVATION

TABLE 84-K-15
UTILITY COSTS
1979-84

Type Utility	1979/80	1980/81	1981/82	1982/83	1983/84
Heat/Fuel	$6,679,580.	$8,182,024.	$9,213,777.	$9,765,315.	$12,751,325.
Electric/Lighting	6,900,610.	8,370,880.	9,513,726.	9,513,726.	11,233,655.
Water	1,068,594.	1,103,123.	1,310,395.	1,167,521.	1,565,876.
Natural Gas	449,563.	642,701.	763,473.	876,731.	780,466.
TOTALS:	$15,098,347.	$18,298,728.	$20,801,371.	$21,348,080.	$26,331,322.

Heat/Fuel Breakdown:					
Coal	$1,562,079	$1,422,989.	$1,544,068.	$1.097,931.	$1,220,312.
Gas	3,951,051.	5,342,489.	6,281,496.	7,050,414.	9,494,615.
Oil	127,140.	155,373.	153,428.	106,848.	84,459.
Steam	242,034.	173,473.	246,400.	248,212.	330,424.
Electric	797,276.	1,087,700.	988,385.	1,261,910.	1,621,515.
Total Fuel:	$6,679,580.	$8,182,024.	$9,213,777.	$9,765,315.	$12,751,325.

SOURCE: Office of School Housing, October, 1984

NOTE: Please check against financial summary

DETROIT PUBLIC SCHOOLS
STRATEGIC PLANNING
RESOURCE DOCUMENT

KEY STAKEHOLDERS REPORT

— THE PEOPLE'S PERSPECTIVE

PREPARED BY MOORE AND ASSOCIATES, INC.

OFFICE OF STRATEGIC PLANNING

November 8-11, 1984

DETROIT PUBLIC SCHOOLS (DPS)

STRATEGIC PLAN

OCTOBER 31, 1985

TABLE OF CONTENTS

PAGE

MISSION 1

GOALS 2

MAJOR INDICATORS 3

- A. Student Achievement
- B. Dropouts
- C. Image
- D. Adult Education
- E. Revenues
- F. Resource Management
- G. Staff Performance
- H. Employee Attendance
- I. Organizational Structure
- J. School Organization

PAGE

GOAL 1.0 STUDENT LEARNING 5

- 1.1 Student Thinking
- 1.2 Curriculum System
- 1.3 Affective Education
- 1.4 Instructional Technology

GOAL 2.0 COMMUNITY OUTREACH 7

- 2.1 Image
- 2.2 Parent and Community Involvement

GOAL 3.0 FISCAL EFFECTIVENESS 9

- 3.1 Revenues
- 3.2 Resource Management

GOAL 4.0 HUMAN RESOURCE EFFECTIVENESS 11

- 4.1 Staff Performance

GOAL 5.0 ORGANIZATIONAL EFFECTIVENESS 13

- 5.1 Management Policy
- 5.2 School Organization

MISSION

The mission of the Detroit Public Schools is to educate and empower children, youth and adults for full participation in a rapidly changing society and to build, sustain and extend a learning community which improves the quality of life.

GOALS

GOAL 1.0 STUDENT LEARNING

Increase the relevance, productivity and effectiveness of student learning by broadening the curriculum and instructional methodologies and identifying and providing support to high risk students.

GOAL 2.0 COMMUNITY OUTREACH

Extend the outreach of the Detroit Public Schools through aggressive marketing, viable partnerships between school and the community, adult education, leadership training and improved responsiveness to parents.

GOAL 3.0 FISCAL EFFECTIVENESS

Maximize fiscal effectiveness by expanding revenues, reducing costs and directing available resources to identified instructional and support program priorities.

GOAL 4.0 HUMAN RESOURCE EFFECTIVENESS

Increase employee performance and ensure professional excellence through the implementation of planned processes and programs for staff development, employee involvement in decision making, collaborative union-management problem solving and employee self motivation.

GOAL 5.0 ORGANIZATIONAL EFFECTIVENESS

Increase organizational effectiveness by instituting district policies as enabling measures to improve the management systems and revise the organizational structure.

INDICATORS

A. STUDENT ACHIEVEMENT

By 1990, DPS student achievement on the MEAP reading and mathematics tests will equal the state percent mastery.

B. DROPOUTS

By 1990, the four-year dropout rate for high school students will decrease eleven (11) percentage points.

C. IMAGE

By 1990, the percent of Detroit community that gives DPS an A or B grade will exceed that for the state.

D. ADULT EDUCATION

The adult education full-time equivalent (FTE) enrollment will increase at least four percent (4%) annually.

E. REVENUES

Annual revenues will increase to at least match the previous year's total expenditures, including the deficit, plus the increased costs.

F. RESOURCE MANAGEMENT

By 1990, the percent of instructional expenditures in the general fund budget will equal or exceed that for the state.

G. **STAFF PERFORMANCE**

By 1990, at least seventy-five percent (75%) of DPS parents will give teacher and school administrator performance an A or B grade.

H. **EMPLOYEE ATTENDANCE**

By 1990, employee attendance will be at least ninety-seven percent (97%).

I. **ORGANIZATIONAL STRUCTURE**

By 1990, the organizational structure will have fewer than five (5) levels of management and a consistent personnel classification system.

J. **SCHOOL ORGANIZATION**

By 1990, the range of pupil enrollment for elementary, middle and high schools will be decreased fifty percent (50%).

GOAL 1.0 STUDENT LEARNING

Increase the relevance, productivity and effectiveness of student learning by broadening the curriculum and instructional methodologies and identifying and providing support to high risk students.

STRATEGY 1.1 Student Thinking

Install instructional programs to enhance student thinking for Grades Pre-K through 12 and adult students in all subjects with special emphasis on reading, writing and speaking.

Implementation Tasks

1.1.1 Integrate higher order thinking into the curriculum for all subjects and grades.
1.1.2 Provide the curricular materials needed for higher order thinking.
1.1.3 Implement a higher order thinking inservice education program.
1.1.4 Expand supervisory curricular support in order to provide a variety of instructional methodologies.

STRATEGY 1.2 Affective Education

Institute programs that impact upon the "affective domain" by nurturing the learning environment, developing concern and respect for the worth of all people, ensuring self direction and providing alternative forms of education.

Implementation Tasks

1.2.1 Develop a district-wide affective education curriculum.
1.2.2 Implement a district-wide inservice education program to ensure the integration of affective and cognitive elements in all learning experiences.
1.2.3 Implement a district-wide program for high achievement expectations.

Implementation Tasks Cont.

1.2.4 Give special attention to the needs of black male students.
1.2.5 Implement a comprehensive school climate improvement program.
1.2.6 Improve school safety and security for students and staff.
1.2.7 Provide more alternative educational opportunities for students and parents.

STRATEGY 1.3 Instructional Technology

Accelerate and expand the use of technology in delivering and managing instruction.

Implementation Tasks

1.3.1 Implement a system-wide computer assisted and computer managed instructional program.
1.3.2 Use interactive video-discs to provide individualized instruction.

STRATEGY 1.4 Curriculum System

Develop and install a clearly defined curriculum system that will programmatically result in completion through Grade 12 for students of all ages and improved and restructured delivery systems for class time, scheduling and facilities.

Implementation Tasks

1.4.1 Implement outcome-based continuous progress curricula for all students.
1.4.2 Implement a district-wide promotion and retention policy for all grades.
1.4.3 Target instructional support for under achieving students.
1.4.4 Analyze and use the results of the city-wide follow-up study of high school graduates in planning curricular improvement.

GOAL 2.0 COMMUNITY OUTREACH

Extend the outreach of the Detroit Public Schools through aggressive marketing, viable partnerships between school and the community, adult education, leadership training and improved responsiveness to parents.

STRATEGY 2.1 Image

Implement an aggressive public relations and marketing program to communicate DPS accomplishments, build community support, improve the DPS image and recruit regular and adult students.

Implementation Tasks

2.1.1 Assess the parent and community perception of DPS by utilizing regularly administered surveys.
2.1.2 Use a public relations firm to communicate positive DPS activities.
2.1.3 Establish linkages between DPS and businesses, industries and social, educational and community organizations.
2.1.4 Support the Detroit Public Education Fund and other related programs.
2.1.5 Implement a city-wide adult enrollment recruitment plan.

STRATEGY 2.2 Parent and Community Involvement

Increase parent and community involvement in student learning, school-related programs and community outreach activities.

Implementation Tasks

2.2.1 Install activities, programs and services which encourage parent and community participation.
2.2.2 Develop profiles which assess parent and community participation.
2.2.3 Install programs which focus on parental responsibility for student learning and behavior.
2.2.4 Implement parent tutorial sites.
2.2.5 Develop and disseminate a packet for parents including questions parents should ask when visiting a school, classrooms, parent teacher conferences and similar activities.
2.2.6 Establish more child care services.
2.2.7 Train all DPS staff in techniques to communicate and work with parents and community residents.
2.2.8 Utilize selected DPS facilities on a 12-hour-a-day basis.

GOAL 3.0 FISCAL EFFECTIVENESS

Maximize fiscal effectiveness by expanding revenues, reducing costs and directing available resources to identified instructional and support program priorities.

STRATEGY 3.1: Revenues

Expand revenues by focusing on new opportunities to enhance funding from existing local, state and federal sources and developing alternative revenue sources from private and entrepreneurial ventures.

Implementation Tasks

3.1.1 Increase revenues from high potential state and federal programs.
3.1.2 Enhance existing funding within the school system.
3.1.3 Propose and advocate changes in state and federal regulations to increase school funding levels.
3.1.4 Assist the state-wide coalition in identifying and analyzing the deficiencies in the present state aid formula, developing proposals for more adequate state aid funding and disseminating and promoting proposals.
3.1.5 Lobby for favorable legislative action on a proposed new state funding system.
3.1.6 Implement and monitor business ventures identified as economically, operationally and educationally feasible.
3.1.7 Ensure an optimal millage level.
3.1.8 Increase the bonding authority for capital improvements.

STRATEGY 3.2 System-wide Resource Management

Institute a system-wide resource management program to implement cost containment, operational improvements to increase productivity and effectiveness, maximize budget allocations for instructional programs and maintain a balanced budget.

Implementation Tasks

3.2.1 Increase administrative responsibility and accountability for budget monitoring and control.
3.2.2 Implement cost management measures for productivity gains and cost savings.
3.2.3 Contract for services that can be delivered more cost effectively by outside sources.
3.2.4 Negotiate collective bargaining agreements with provisions that facilitate improved cost management and control.
3.2.5 Utilize technology wherever feasible and cost effective.

GOAL 4.0 HUMAN RESOURCE EFFECTIVENESS

Increase employee performance and ensure professional excellence through the implementation of planned processes and programs for staff development, employee involvement in decision making, collaborative union and management problem solving and employee self motivation.

STRATEGY 4.1 Staff Performance

Implement a district-wide program to improve staff performance through selection, training, supervision, evaluation, employee assistance and employee involvement.

Implementation Tasks

4.1.1 Negotiate a performance-based evaluation system for all employees.
4.1.2 Install a pre-employment test and peer evaluation internship program for new teachers.
4.1.3 Implement a program to identify and train high potential managers for executive positions.
4.1.4 Increase females and minorities in middle and top management.
4.1.5 Provide orientation for new and reassigned employees.
4.1.6 Implement a comprehensive staff development program.
4.1.7 Increase continuing education opportunities.
4.1.8 Implement Essential Elements of Effective Instruction (EEEI) throughout the school system.
4.1.9 Increase employee incentive programs for outstanding performance.

Implementation Tasks Continued

4.1.10 Expand employee assistance programs to provide counseling services in substance abuse, legal, financial, psychological and other related problems.

4.1.11 Implement the Employee Attendance Improvement Program.

4.1.12 Institute an employee involvement program which includes orientation and training for top management and union leadership by utilizing successfully established models and implementing them through volunteer pilot groups.

GOAL 5.0 ORGANIZATIONAL EFFECTIVENESS

Increase organizational effectiveness by instituting district policies as enabling measures to improve the management systems and revise the organizational structure.

STRATEGY 5.1 Management Policy

Implement a broad-based management policy which permits adaptability to change, modification of the administrative structure and institution of necessary management components.

Implementation Tasks

5.1.1 Implement a comprehensive database for all levels of the school system.
5.1.2 Develop a management information system to assist planning and decision making.
5.1.3 Evaluate and adjust as needed the current administrative structure including the area organization.
5.1.4 Consolidate position descriptions to reflect the organizational structure.
5.1.5 Assign and utilize DPS staff and other resources consistent with the school district's priorities.
5.1.6 Explore the feasibility and cost effectiveness of contracted services for special programs and utilize such services to the greatest extent possible.
5.1.7 Establish incentive programs for cost effective units.

STRATEGY 5.2 School Organization

Improve school organization by performing an analysis of all facilities, determining the most desirable model for school organization, consolidating facilities, reassigning staff based on educational priorities and implementing a balanced curriculum in all schools.

Implementation Tasks

5.2.1 Develop a formula for school size, administrative organization and staffing which includes special education, special programs and other unique needs.
5.2.2 Establish alternative schools and programs based on identified student needs.
5.2.3 Identify exemplary models of schools for visitation and observation by staff.

DETROIT PUBLIC SCHOOLS (DPS)

STRATEGIC PLAN

SUPPORT DOCUMENT

OCTOBER 31, 1985

Revised as of December 11, 1985

TABLE OF CONTENTS

PAGE

MISSION 1

GOALS 2

MAJOR INDICATORS 3

EXECUTIVE REPORT ON MAJOR INDICATORS .. 5

MAJOR INDICATORS RATIONALE AND GRAPHIC REPRESENTATION 10

- A. Student Achievement 10
- B. Dropouts 17
- C. Image 19
- D. Adult Education 21
- E. Revenues 23
- F. Resource Management 25
- G. Staff Performance 27
- H. Employee Attendance 29
- I. Organizational Structure 31
- J. School Organization 33

PAGE

GOALS/STRATEGIES/RATIONALE/IMPLEMENTATION TASKS 35

GOAL 1.0 STUDENT LEARNING 36

- 1.1 Student Thinking
- 1.2 Curriculum System
- 1.3 Affective Education
- 1.4 Instructional Technology

GOAL 2.0 COMMUNITY OUTREACH 39

- 2.1 Image
- 2.2 Parent and Community Involvement

GOAL 3.0 FISCAL EFFECTIVENESS 41

- 3.1 Revenues
- 3.2 Resource Management

GOAL 4.0 HUMAN RESOURCE EFFECTIVENESS 43

- 4.1 Staff Performance

GOAL 5.0 ORGANIZATIONAL EFFECTIVENESS 45

- 5.1 Management Policy
- 5.2 School Organization

MISSION

The mission of the Detroit Public Schools is to educate and empower children, youth and adults for full participation in a rapidly changing society and to build, sustain and extend a learning community which improves the quality of life.

GOALS

GOAL 1.0 STUDENT LEARNING

Increase the relevance, productivity and effectiveness of student learning by broadening the curriculum and instructional methodologies and identifying and providing support to high risk students.

GOAL 2.0 COMMUNITY OUTREACH

Extend the outreach of the Detroit Public Schools through aggressive marketing, viable partnerships between school and the community, adult education, leadership training and improved responsiveness to parents.

GOAL 3.0 FISCAL EFFECTIVENESS

Maximize fiscal effectiveness by expanding revenues, reducing costs and directing available resources to identified instructional and support program priorities.

GOAL 4.0 HUMAN RESOURCE EFFECTIVENESS

Increase employee performance and ensure professional excellence through the implementation of planned processes and programs for staff development, employee involvement in decision making, collaborative union-management problem solving and employee self motivation.

GOAL 5.0 ORGANIZATIONAL EFFECTIVENESS

Increase organizational effectiveness by instituting district policies as enabling measures to improve the management systems and revise the organizational structure.

MAJOR INDICATORS

A. **STUDENT ACHIEVEMENT**

By 1990, DPS student achievement on the MEAP reading and mathematics tests will equal the state percent mastery.

B. **DROPOUTS**

By 1990, the four-year dropout rate for high school students will decrease eleven (11) percentage points (11%).

C. **IMAGE**

By 1990, the percent of Detroit community that gives DPS an A or B grade will exceed that for the state.

D. **ADULT EDUCATION**

The adult education full-time equivalent (FTE) enrollment will increase at least four percent (4%) annually.

E. **REVENUES**

Annual revenues will increase to at least match the previous year's total expenditures, including the deficit, plus the increased costs.

F. **RESOURCE MANAGEMENT**

By 1990, the percent of instructional expenditures in the general fund budget will equal or exceed that for the state.

G. STAFF PERFORMANCE

By 1990, at least seventy-five percent (75%) of DPS parents will give teacher and school administrator performance an A or B grade.

H. EMPLOYEE ATTENDANCE

By 1990, employee attendance will be at least ninety-seven percent (97%).

I. ORGANIZATIONAL STRUCTURE

By 1990, the organizational structure will have fewer than five (5) levels of management and a consistent personnel classification system.

J. SCHOOL ORGANIZATION

By 1990, the following ranges of pupil enrollment for elementary, middle and high schools will be decreased fifty percent (50%).

EXECUTIVE REPORT ON MAJOR INDICATORS

The success of the DPS Strategic Plan in achieving the mission will be measured by major indicators. These indicators constitute the ultimate outcomes of carrying out the plan's goals, strategies and implementation tasks. Ten key targeted areas that provide critical focus and prioritization for the school district's current and future activities have been identified. Not only do the major indicators provide direction for the development of strategies and implementation tasks, but they also serve as yearly guideposts for measuring success of the strategic plan. The Executive Report on Major Indicators will be used to monitor the overall progress of the Strategic Plan.

EXECUTIVE REPORT ON MAJOR INDICATORS

MAJOR INDICATOR	SCHOOL YEAR					
	1984-85 BASELINE	1985-86	1986-87	1987-88	1988-89	1989-90 TARGET
A Student Achievement (MEAP)	Gr Read Math DPS MI DPS MI 4 58.1 77.7 73.6 82.6 7 61.4 80.8 49.6 65.7 10 64.9 81.6 41.1 66.4					State Percent Mastery in Reading and Mathematics
Deviation	9-25 percentage points below below state					
B Dropouts	45% four-year dropout rate for high school students					34% (-11 percentage points for 5 years)
Deviation						
C Image	MICHIGAN 1984 49 1985 50	(Establish DPS baseline data)				% of A and B ratings by community will exceed state
Deviation	-					

EXECUTIVE REPORT ON MAJOR INDICATORS

MAJOR INDICATOR	SCHOOL YEAR					
	1984-85 BASELINE	1985-86	1986-87	1987-88	1988-89	1989-90 TARGET
D Adult Education	13801 FTE	14353 (+4%)	14927 (+4%)	15524 (+4%)	16145 (+4%)	16791 (+4% annual increase for 5 years)
Deviation						
E Revenues	1984-85 Revenues $660.3M Expenditures 626.6M Fund Balance (15.0M)	1985-86 Revenues $713.1 Expenditures 698.1 Fund Balance -0-				Revenues equal previous year's total expenditures (including deficit) plus increased costs
Deviation	Revenues exceed expenditures 33.7M, but deficit equals 15.0M					
F Resource Management	1983-84 DPS 58.68% MI 59.43%					% of instructional expenditures equals or exceeds that of the state
Deviation	Instructional expenditures are 0.75 percentage points below the state					

EXECUTIVE REPORT ON MAJOR INDICATORS

MAJOR INDICATOR	SCHOOL YEAR					
	1984-85 BASELINE	1985-86	1986-87	1987-88	1988-89	1989-90 TARGET
G Staff Performance	No comparable data available	Establish baseline data				75% of the parents give teacher and administrator performance an A or B grade
Deviation						
H Employee Attendance	94% attendance rate (approx.)	94.6%	95.2%	95.8%	96.4%	97% attendance rate
Deviation	-3%	-	-	-	-	
I Organizational Structure	4 - 5 levels of management 12 levels of position classifications					Fewer levels of management and a consistent personnel classification system
Deviation	At least 1 level of management					

EXECUTIVE REPORT ON MAJOR INDICATORS

MAJOR INDICATOR	SCHOOL YEAR					
	1984-85 BASELINE	1985-86	1986-87	1987-88	1988-89	1989-90 TARGET
J School Organization	Schools with the following range of pupil enrollments: Elementary 862 Middle 1053 High 2454					Schools with the following range of pupil enrollments: Elementary 431 Middle 527 High 1227
Deviation						

MAJOR INDICATORS
RATIONALE AND GRAPHIC REPRESENTATION

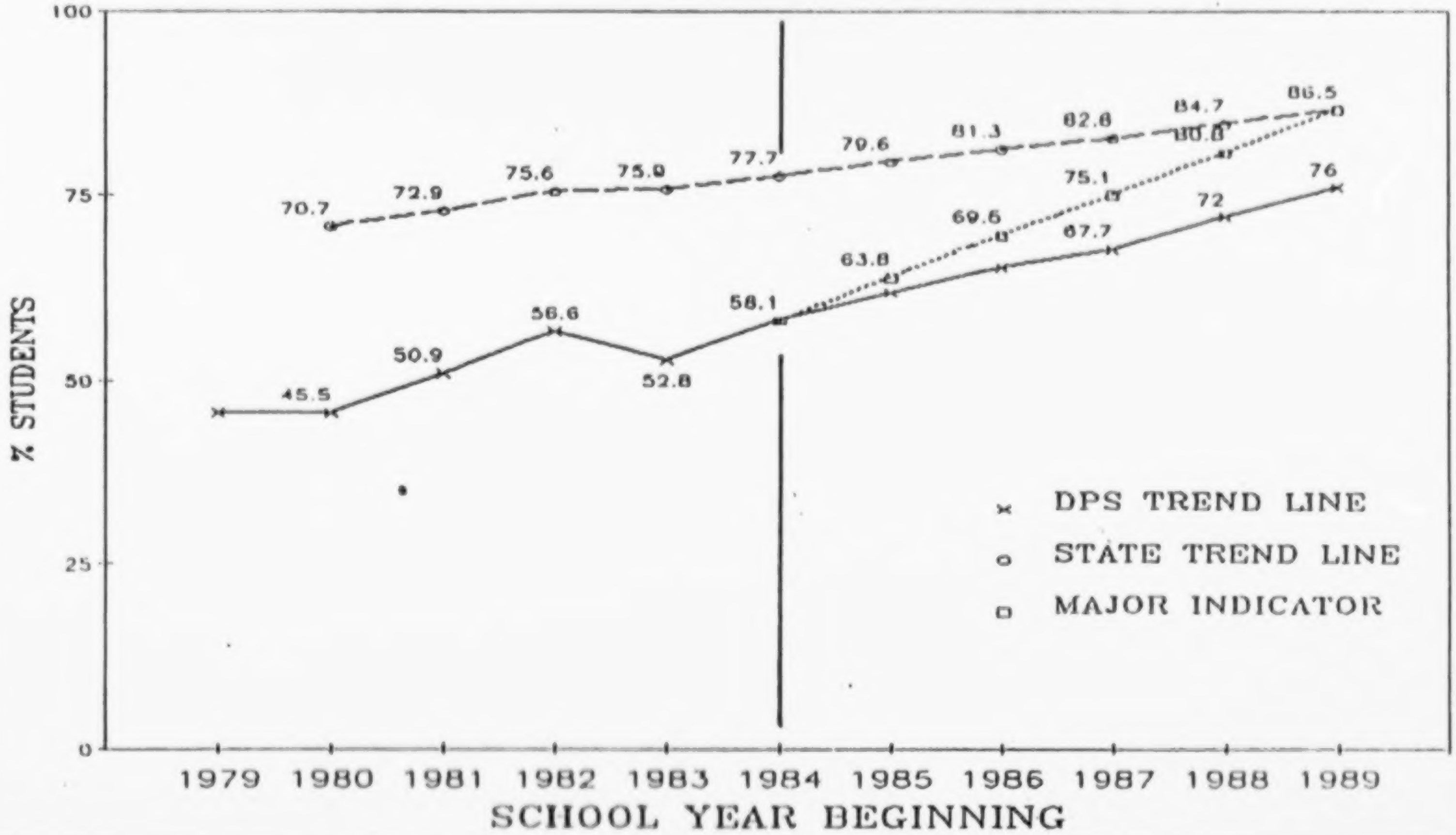
A. Student Achievement

By 1990, DPS student achievement on the MEAP reading and mathematics tests will equal the state percent mastery.

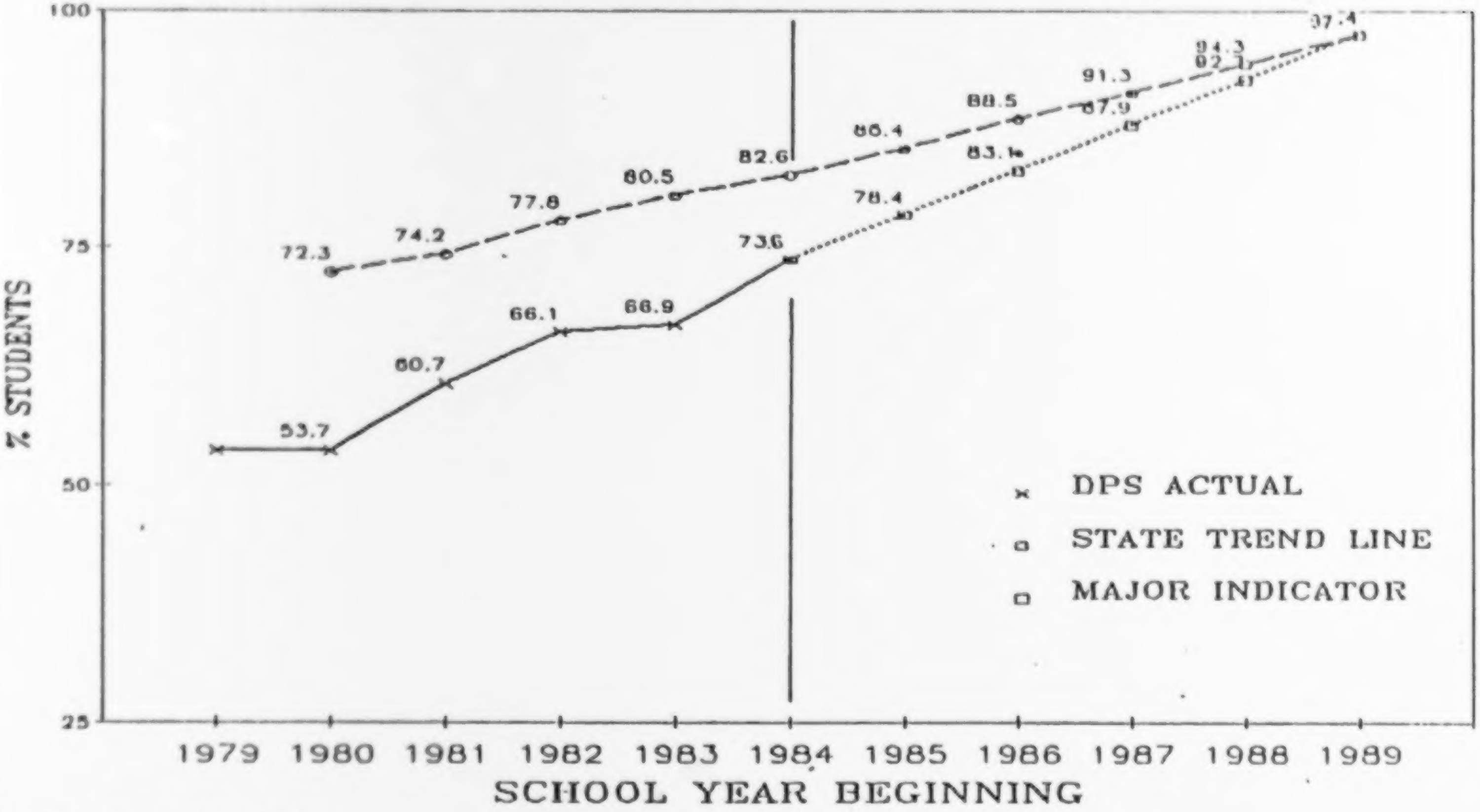
RATIONALE:

The Michigan Educational Assessment Program (MEAP) results have been used for fourteen (14) years throughout the state to assess students' mastery of certain skills in reading and mathematics. It is a proven measure respected by the Detroit community as a valid instrument by which DPS students' performance can be gauged. The percent of DPS students who have mastered seventy-five percent (75%) or more of the MEAP objectives is below the average percent of students across the state. Reaching the state average on the MEAP will serve as an indication of raised DPS student achievement.

STUDENT ACHIEVEMENT
MEAP READING, CATEGORY IV
GRADE 4

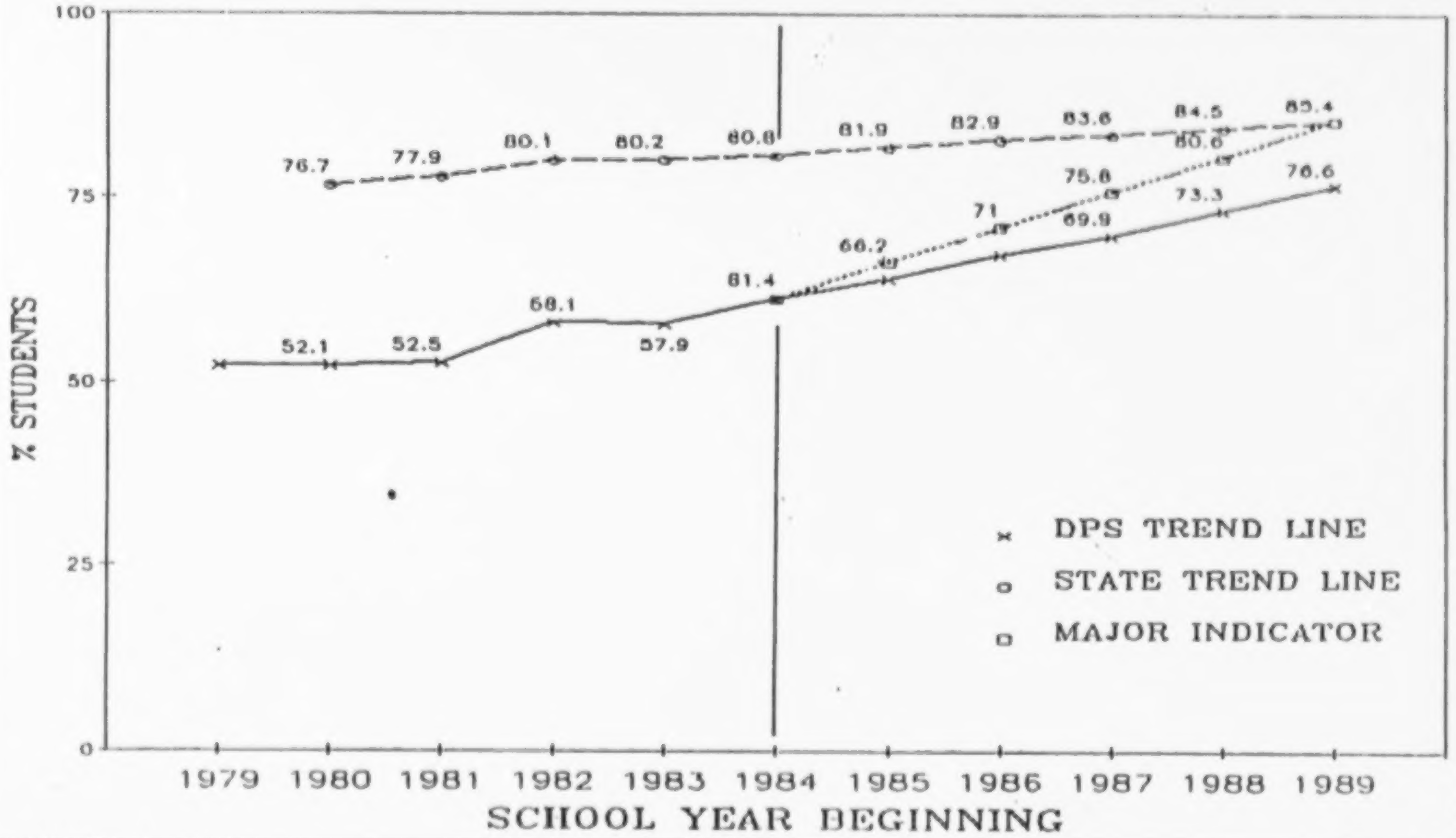


STUDENT ACHIEVEMENT
MEAP MATH, CATEGORY IV
GRADE 4

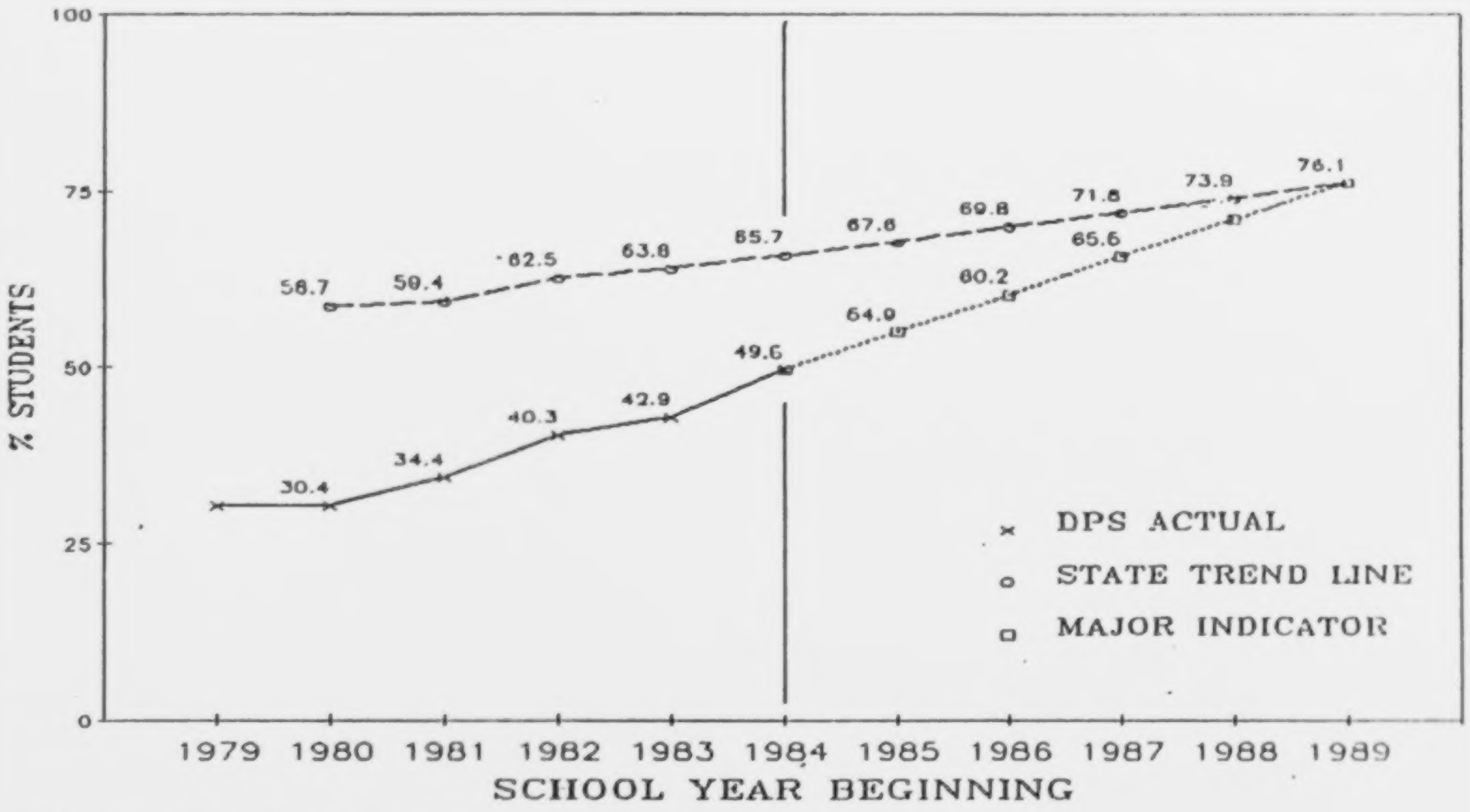


NOTE: By 1990, DPS trend line would exceed the state.

STUDENT ACHIEVEMENT
MEAP READING, CATEGORY IV
GRADE 7

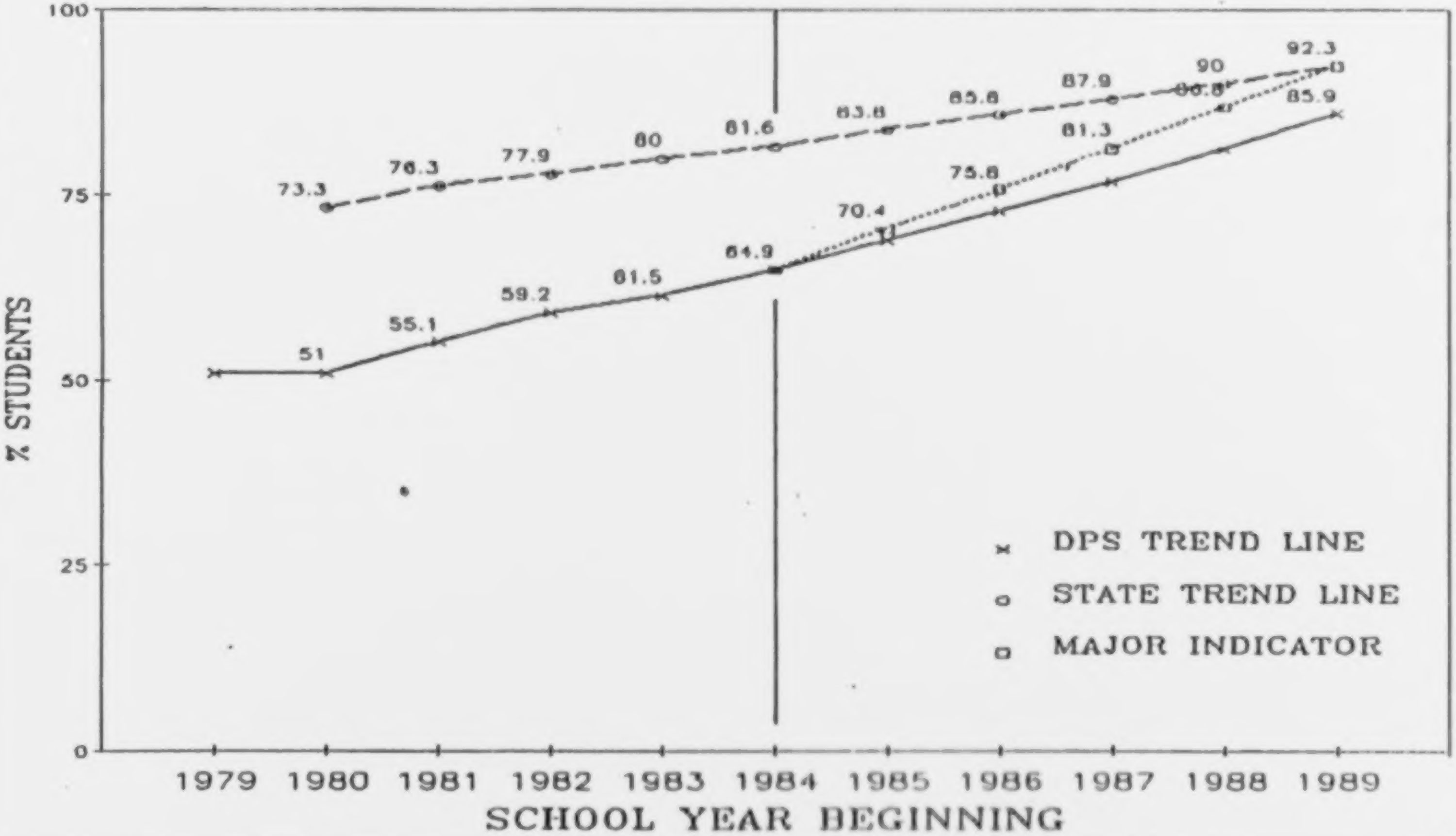


STUDENT ACHIEVEMENT
MEAP MATH, CATEGORY IV
GRADE 7

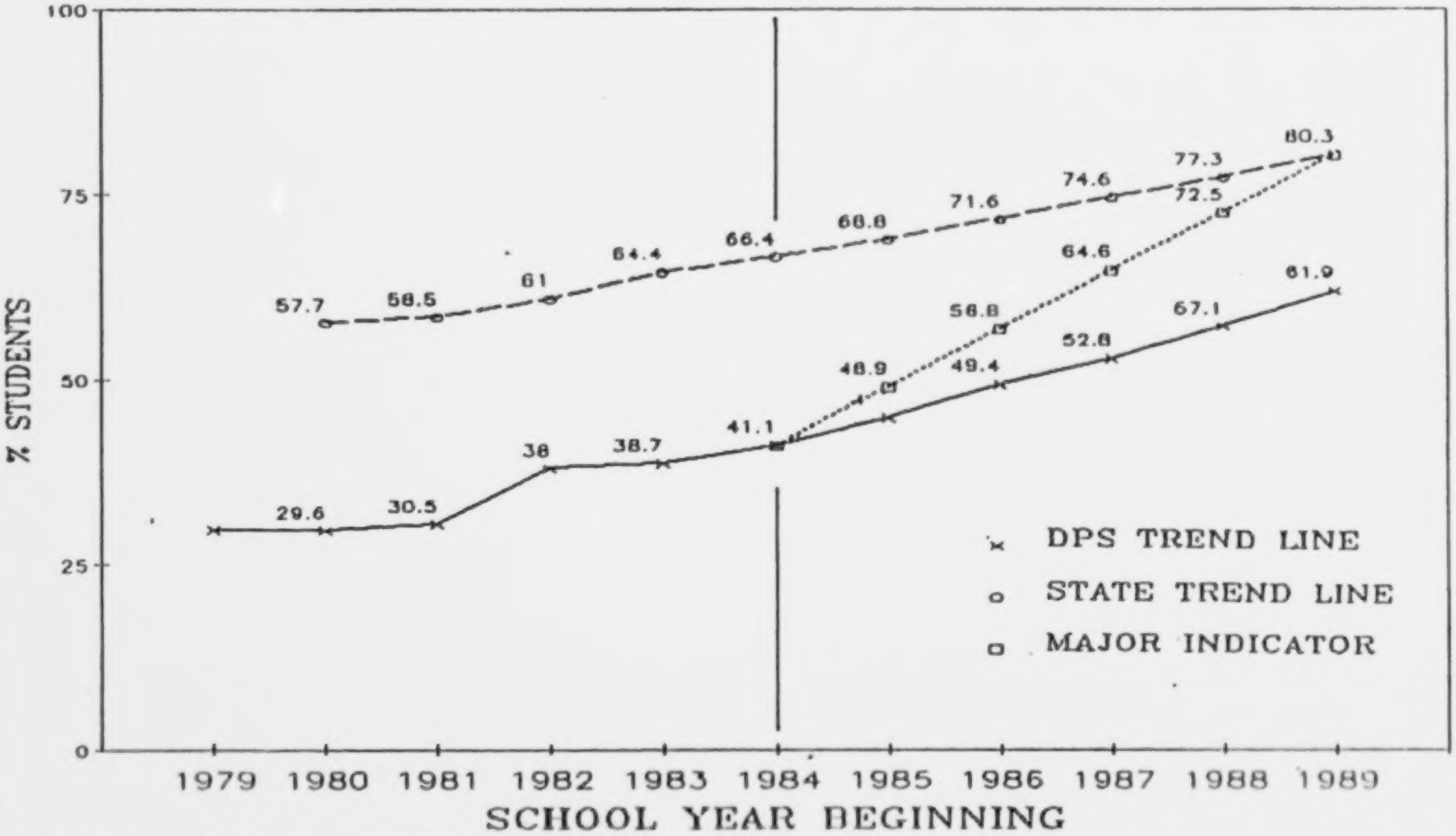


NOTE: By 1990, DPS trend line would exceed the state.

STUDENT ACHIEVEMENT
MEAP READING, CATEGORY IV
GRADE 10



STUDENT ACHIEVEMENT
MEAP MATH, CATEGORY IV
GRADE 10



B. Dropouts

By 1990, the four-year dropout rate for high school students will decrease eleven (11) percentage points.

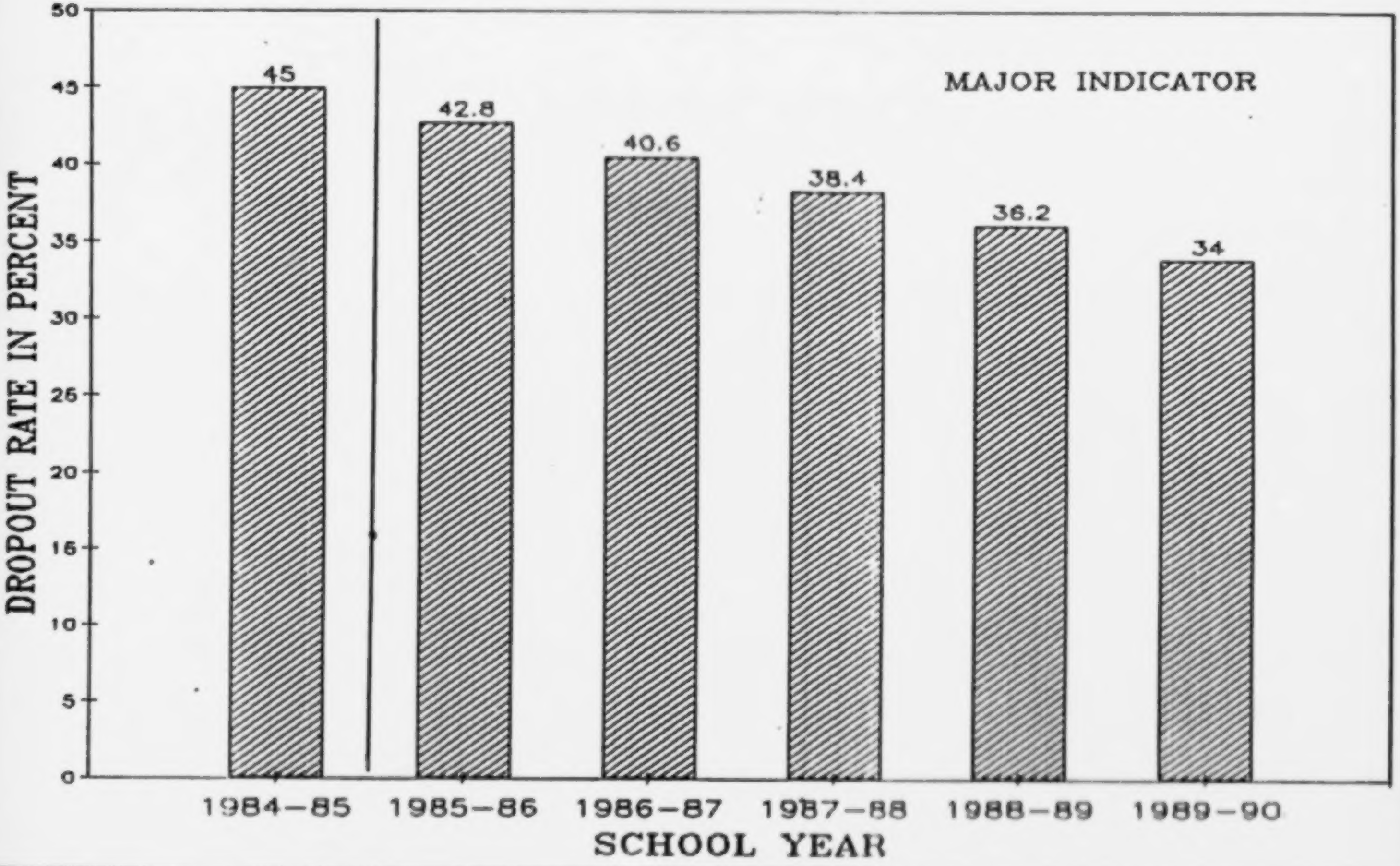
RATIONALE:

The current four-year dropout rate for DPS high school students is forty five percent (45%). This is equivalent to an annual dropout rate of fourteen percent (14%). The dropout rate is a major local as well as national concern.

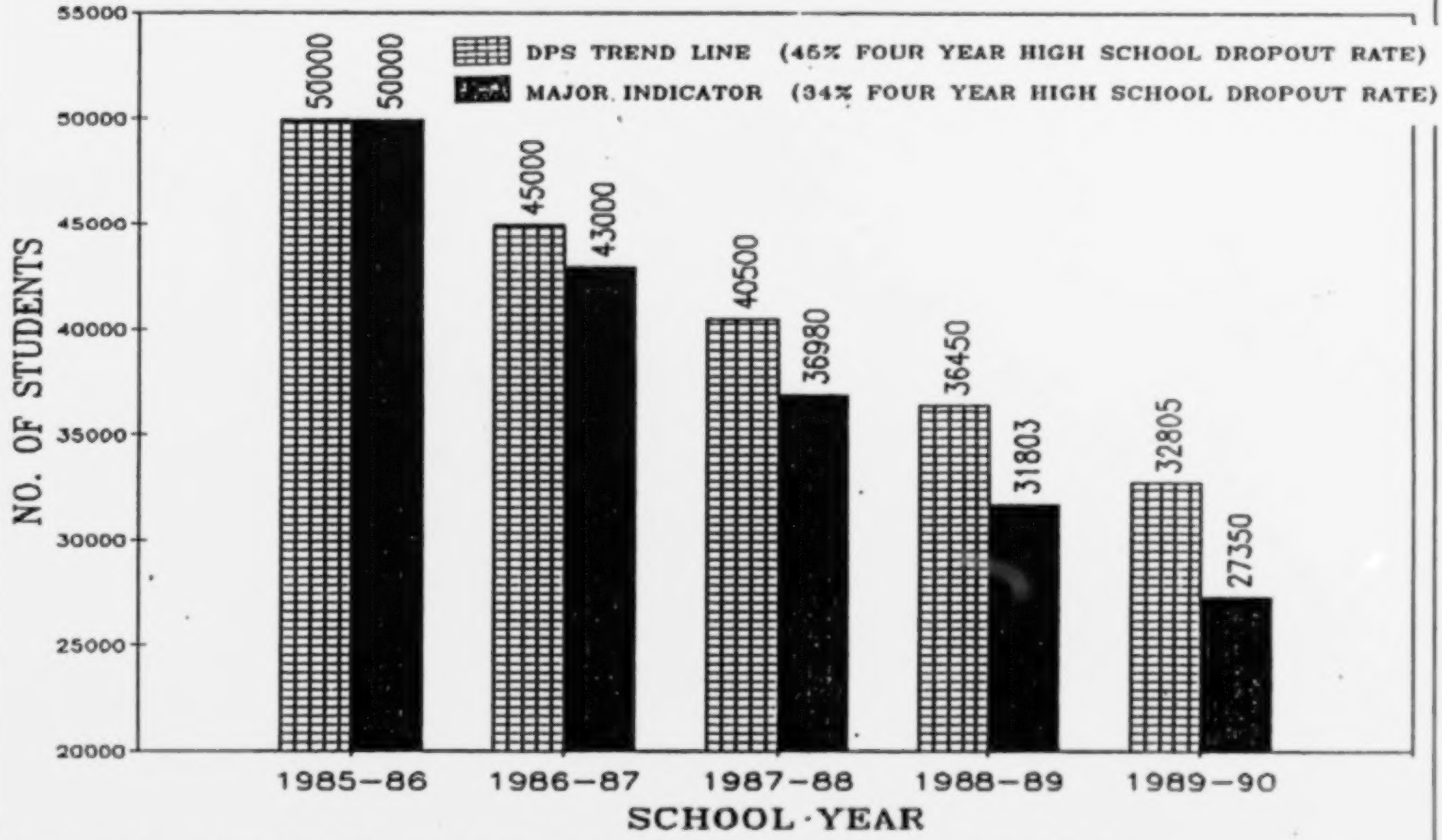
The dropout's employment prospects, social mobility, and lifetime earnings are severely limited. Additionally, state aid to the district is also adversely affected by the high dropout rate.

A reduction of eleven (11) percentage points in the dropout rate will result ultimately result in retention of approximately 5,500 more students over a four (4) year period for a high school population for DPS which approximates 50,000.

DROPOUTS
FOUR YEAR HIGH SCHOOL DROPOUT RATE



FOUR YEAR DROPOUT RATE COMPARISON
CURRENT VS. MAJOR INDICATOR RATE



NOTE: 5,455 fewer dropouts would occur per 50,000 students in a 4 yr. period

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1153 Add. 18a
12/11/85

C. Image

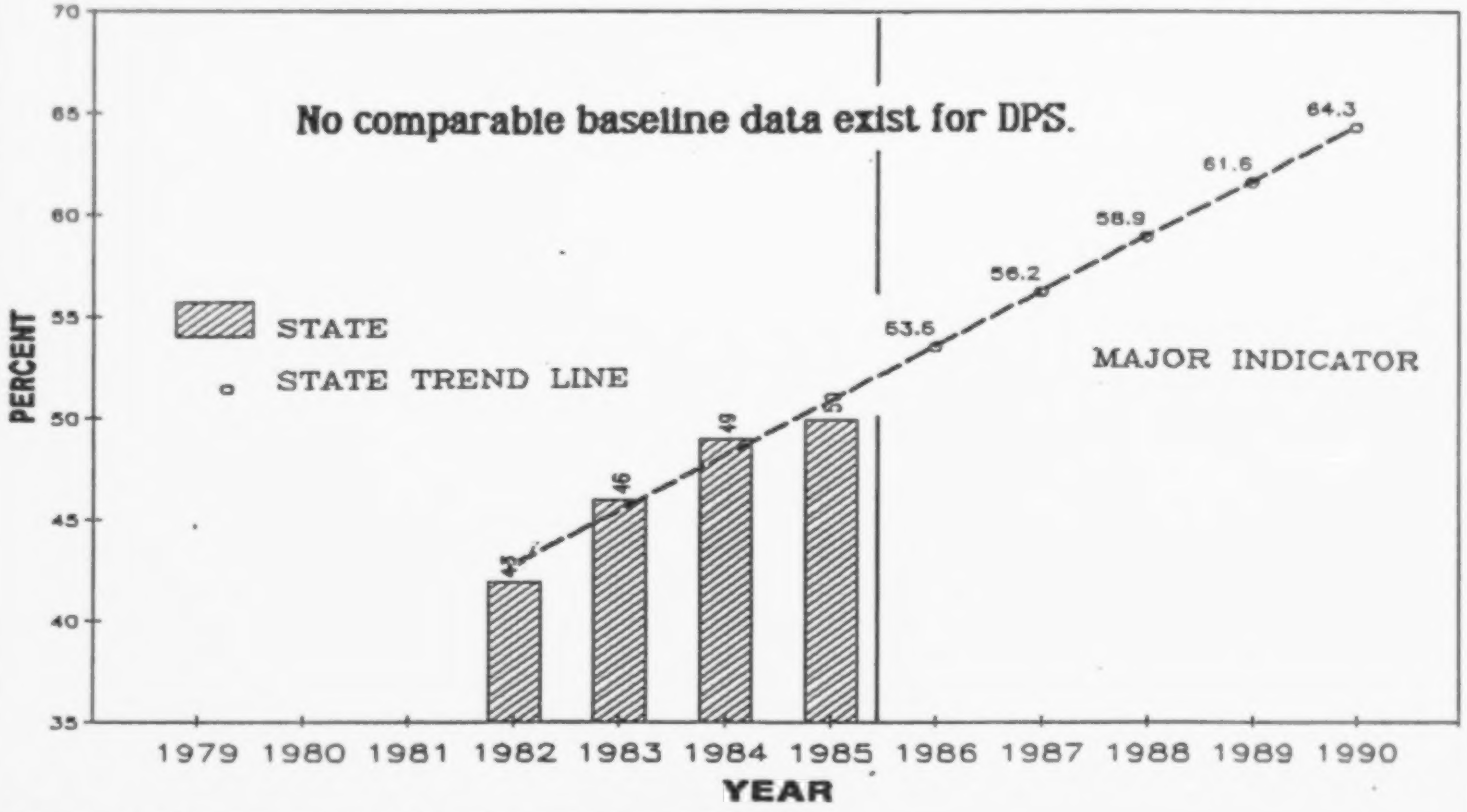
By 1990, the percent of the Detroit community that give DPS an A or B grade will exceed that for the state.

RATIONALE:

In 1984, seventy percent (70%) of a sample of DPS parents rated DPS as good or very good. Thirty-six percent (36%) of a sample of community leaders gave the school district a good or very good rating. A national Gallup Poll and a state-wide survey have also been conducted within the last two years, to determine how schools are rated by the public. The state and national surveys utilized a grade rating scale of "A" to "E". "A" was the highest and "B" the lowest rating.

A random survey of the Detroit community which will include questions similar to the Gallup Poll has been selected as an indicator for the DPS image. A positive rating of the DPS district that exceeds comparable ratings given state-wide or nationally, when a like scale is used, is an indication that DPS has a good public image.

IMAGE
PERCENT OF COMMUNITY RATING PUBLIC SCHOOLS A OR B



SOURCE: Michigan Department of Education and PROJECT OUTREACH

D. **Adult Education**

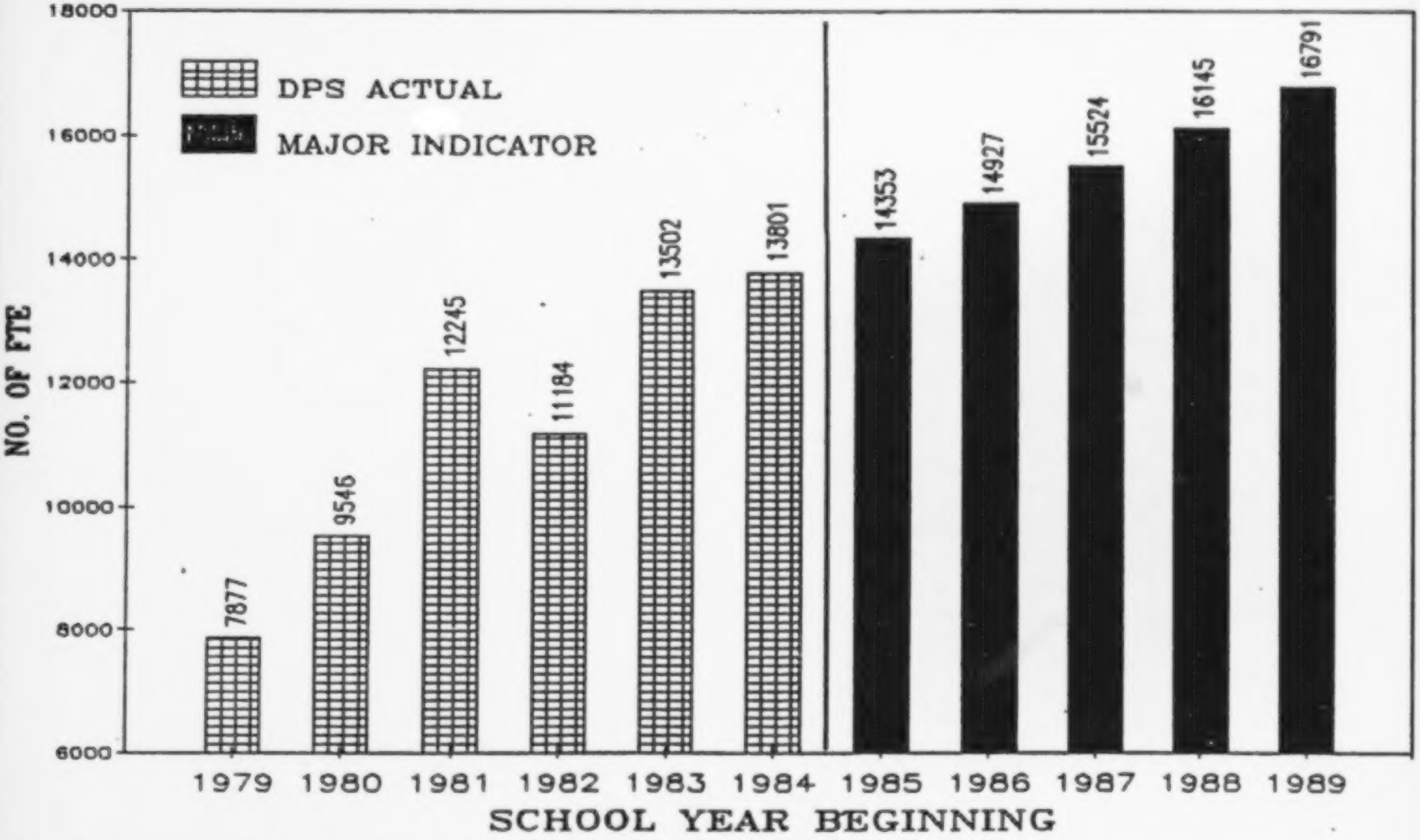
The adult education full-time equivalent (FTE) enrollment will increase at least four percent (4%) annually.

RATIONALE:

According to the 1980 U.S. Census, there are approximately 300,000 Detroit adults who do not have high school diplomas and who might benefit from academic vocational training. Consequently, these adults are possible enrollees for DPS adult education programs.

Increasing the adult education full time equivalent (FTE) enrollment significantly by 1990 is an indication that the DPS district is meeting the needs of the community by expanding its services beyond K-12.

ADULT EDUCATION
NUMBER OF FULL TIME EQUIVALENTS (FTE)



SOURCE: Department of Adult Education, October, 1985

E. Revenues

Annual revenues will increase to at least match the previous year's total expenditures, including the deficit, plus the increased costs.

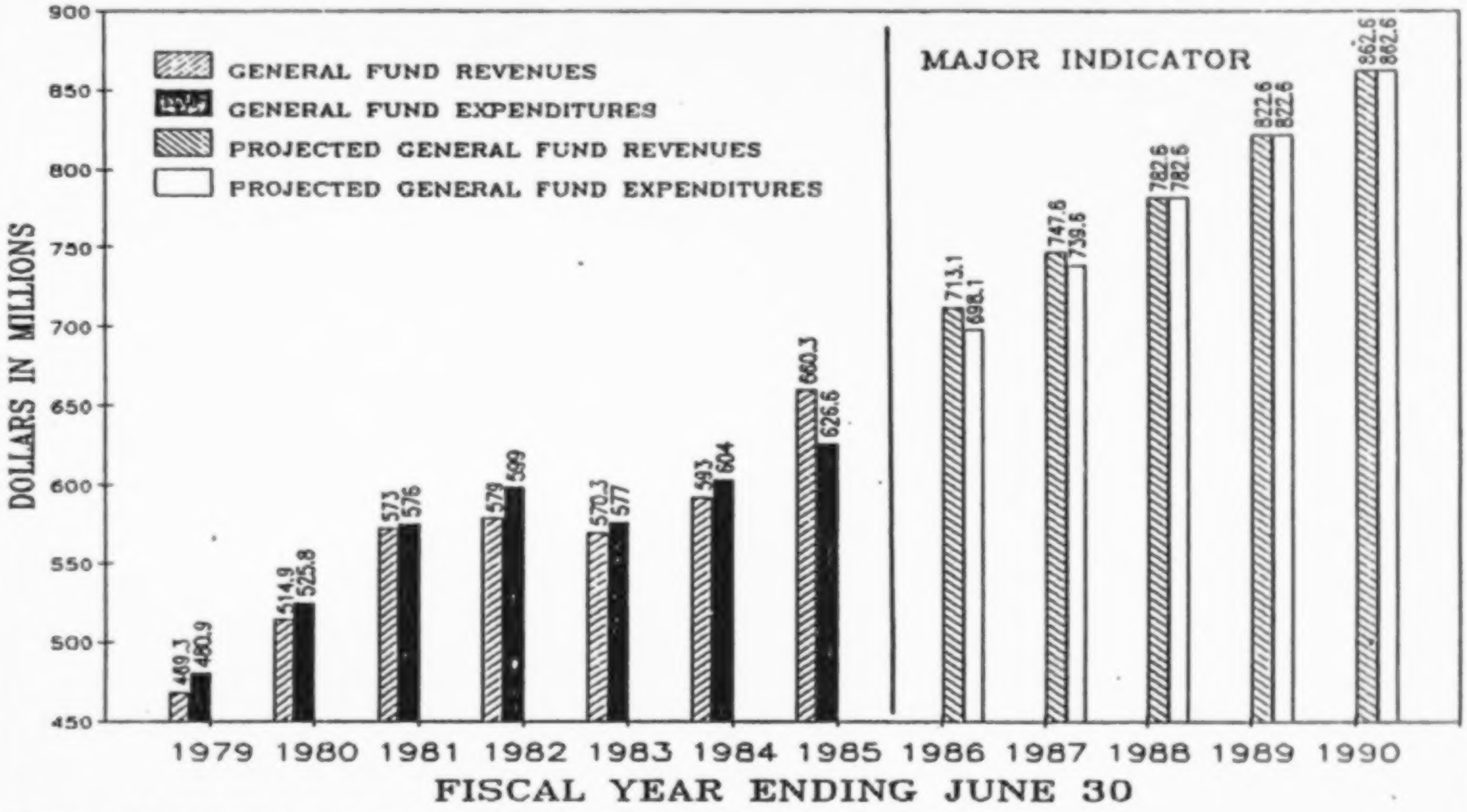
RATIONALE:

Annual general fund revenues are used to maintain programs and operations, make desired improvements consistent with the school system's priorities, and cover the costs associated with the declining enrollment and inflationary factors. General fund revenues constitute approximately ninety percent (90%) of the total revenues. Any deficit accrued during the previous year is also covered by general fund revenues.

There has been a deficit for the past six years reaching a total of $49.6M for fiscal year 1983-84. The deficit for 1984-85 is estimated at $15 million.

Matching revenues to the previous year's total expenditures, including the deficit and the increased costs is an indication that the DPS district is fiscally solvent.

REVENUES
TOTAL GENERAL FUND REVENUES AND EXPENDITURES



SOURCE: S.P. Resource Document, Jan. 1985 and Office of Finance, Oct. 1985

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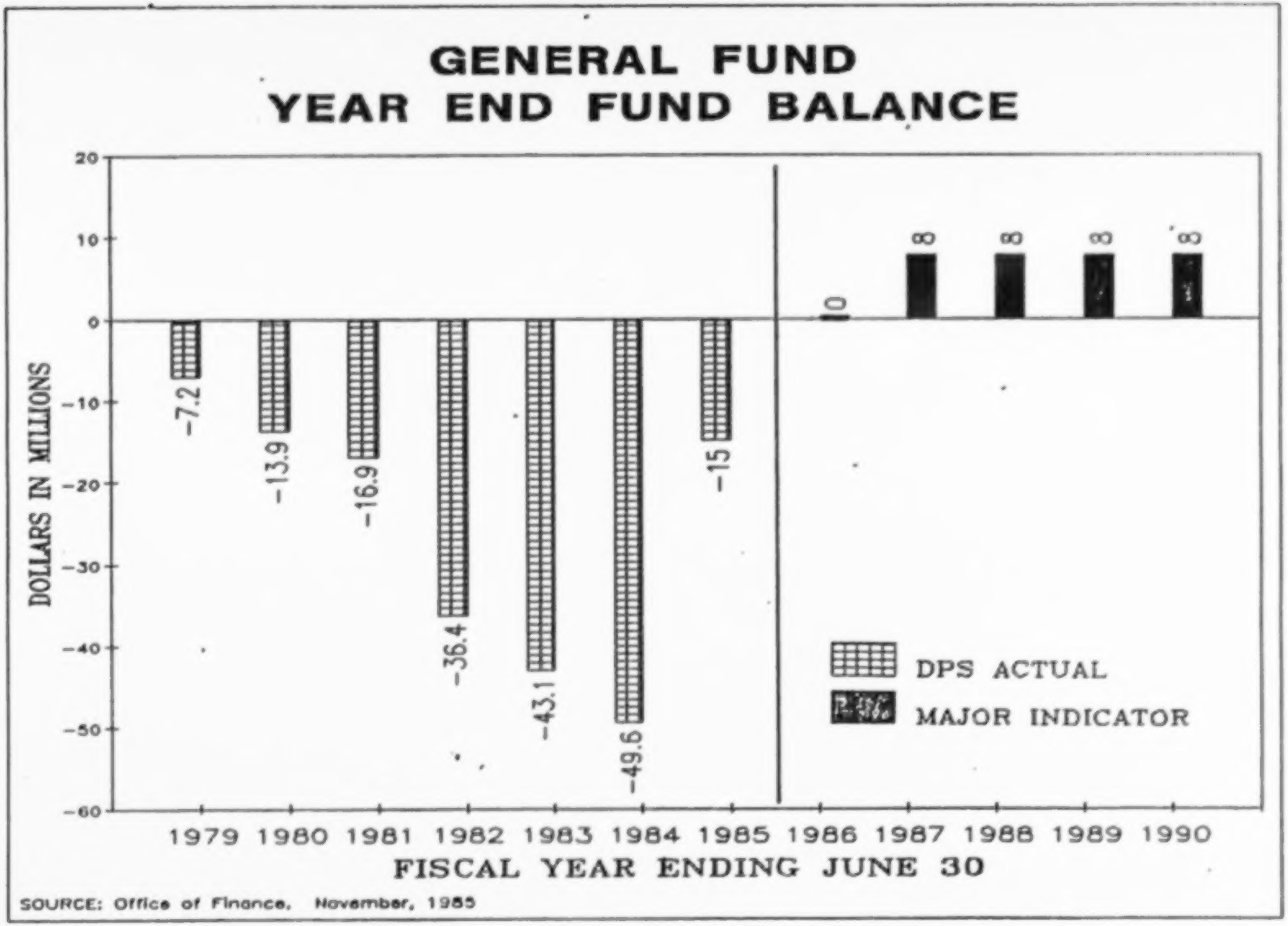


GENERAL FUND
YEAR END FUND BALANCE

SOURCE: Office of Finance, November, 1985

F. Resource Management

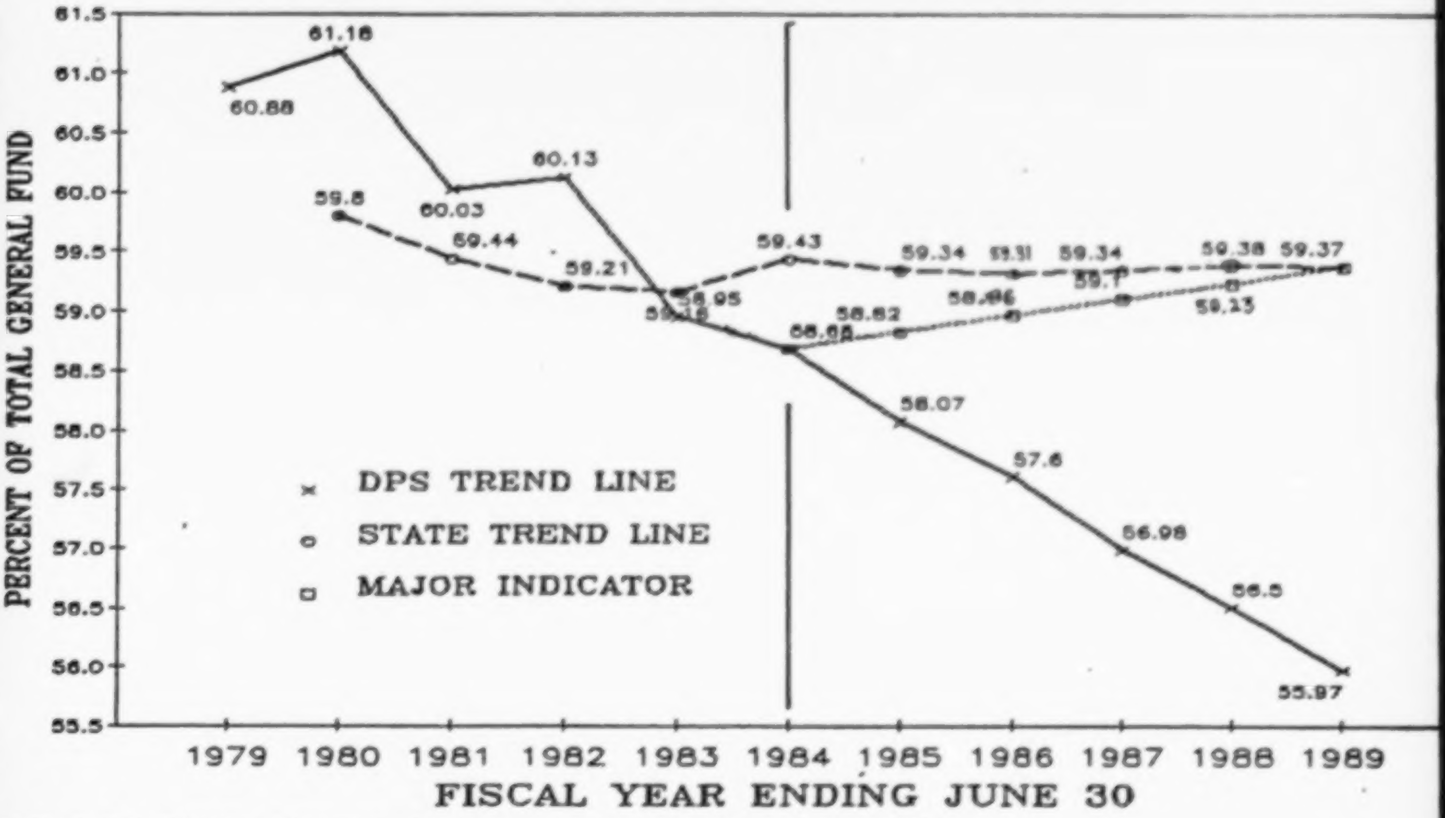
By 1990, the percent of instructional expenditures in the general fund budget will equal or exceed that for the state.

RATIONALE:

Providing instruction for students is the primary task of the DPS. To the extent that expenditures are reflective of this responsibility and not increasingly consumed by other obligations, DPS resources should be appropriately spent.

When all school districts within the state are combined, according to the Analysis of Michigan Public Schools Revenues and Expenditures, the ratio of instructional expenditures compared to support expenditures has remained rather constant while the DPS district has had a gradual increase in support expenditures and a proportionate decrease in instructional expenditures. Containing support cost to equal the state composite indicates that the DPS district is allocating more funds for instructional activities.

RESOURCE MANAGEMENT
TOTAL GENERAL FUND EXPENDITURES
INSTRUCTIONAL IN PERCENT



SOURCE: S.P. Resource Document, Jan. 1985 and Office of Finance, Sept. 1985R

G. Staff Performance

By 1990, at least seventy-five percent (75%) of DPS parents will give teacher and school administrator performance an A or B grade.

RATIONALE:

The performance of staff has a direct relationship to the quality of instruction and service DPS provides its students.

State and national surveys have been used to elicit the perception of parents regarding staff performance. How parents view staff performance is of particular interest and value to the DPS district. A DPS parent survey will provide a means of comparing national and state surveys of school staff performance to the performance of DPS staff.

STAFF PERFORMANCE

PARENTS' PERCEPTION OF TEACHER AND SCHOOL ADMINISTRATOR PERFORMANCE

Present 1985	Future 1990
At present, there are no baseline data. Data will be obtained by using a survey similar to Gallup Poll.	Seventy-five percent (75%) of the DPS parents will give teacher and administrator performance an A or or B grade.

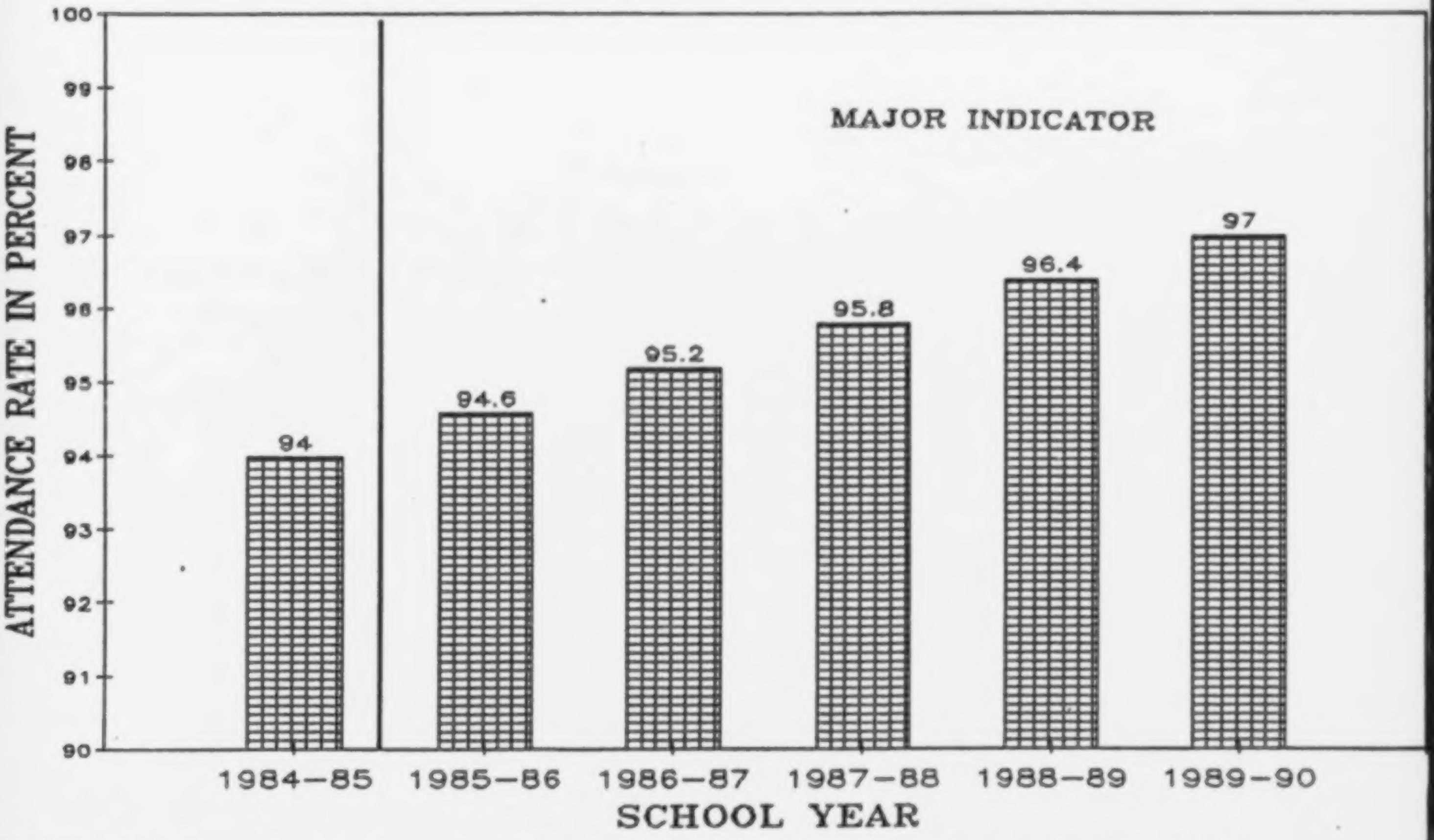
H. Employee Attendance

By 1990, employee attendance will be at least ninety-seven percent (97%).

RATIONALE:

Poor staff attendance impacts the continuity of instruction the DPS district provides for students and creates further erosion of already limited resources. Poor staff attendance is a signal of low staff morale or other problems. The current attendance rate is approximately ninety four percent (94%). National studies indicate that ninety seven percent (97%) is an acceptable standard of staff attendance. Therefore, a three percent (3%) increase indicates a significant improvement in DPS staff attendance.

EMPLOYEE ATTENDANCE
DPS EMPLOYEE ATTENDANCE RATE



NOTE: 1984–85 rate is approximation. Actual rate is being determined.

I. Organizational Structure

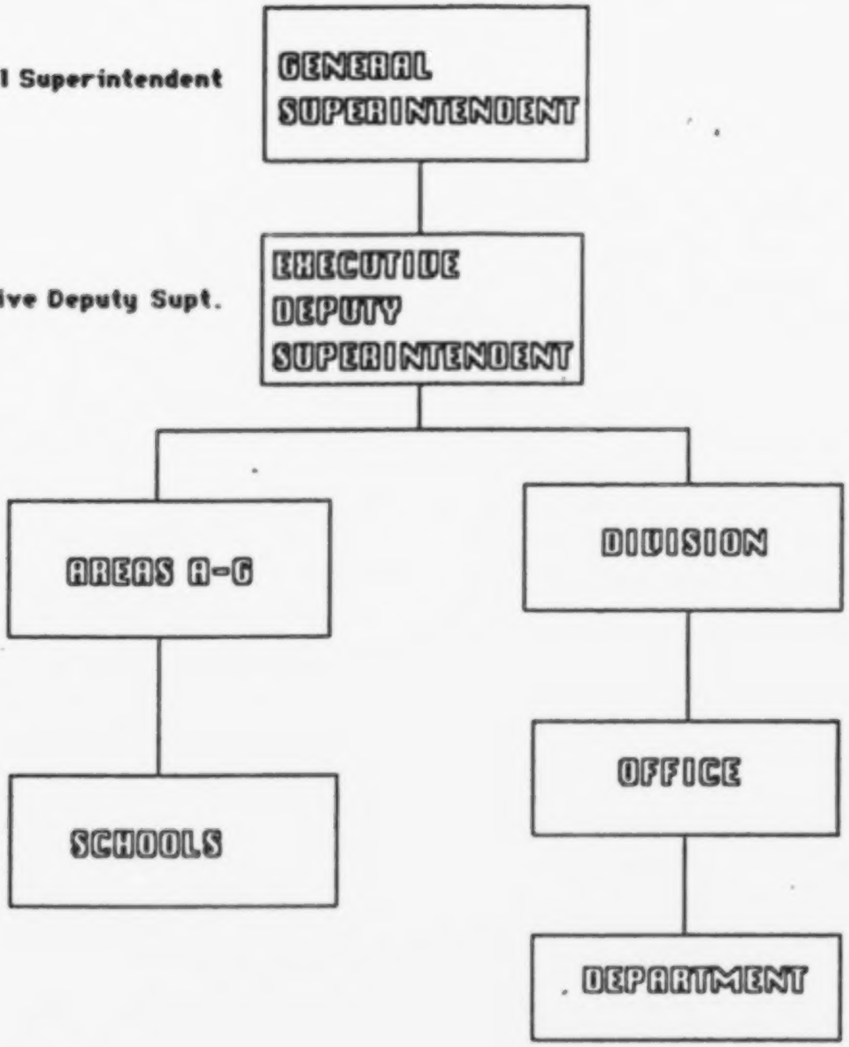
By 1990, the organizational structure will have fewer than five (5) levels of management and a consistent personnel classification system.

RATIONALE:

DPS currently operates with multiple levels of management. The general superintendent, executive deputy superintendent, area office and schools constitute four (4) management levels for line side of the organization. The five (5) levels on the staff side of the organization are made up of the superintendent, executive deputy superintendent, administrative divisions, offices and departments. The present levels of personnel classifications are four (4) within the central line, twelve (12) within the central staff, six (6) within the area and three (3) within the school organization.

Fewer levels of management and a consistent personnel classification system will reduce duplication of responsibilities and result in a more cost effective operation with better communications within the organization. The table of organization and number of personnel classifications will indicate changes in the organizational structure.

ORGANIZATIONAL STRUCTURE


GENERAL SUPERINTENDENT
EXECUTIVE DEPUTY SUPERINTENDENT
AREAS A-G
DIVISION
SCHOOLS
OFFICE
DEPARTMENT

General Superintendent

Executive Deputy Supt.

Area Superintendent
Area Assistant Supt.
Assistant Director/Attendance Supervisor
Administrative Assistant
Junior Administrative Asst.
Physical Plant Manager

Deputy Superintendent

Principal
Assistant Principal
Department/Unit Head

Assistant Superintendent
Executive Director
Divisional Director
Director
Assistant Director
Supervisor
Administrative Assistant
Junior Administrative Asst.
Technical Administrative Asst.

LINE

STAFF

J. School Organization

By 1990, the range of pupil enrollment for elementary, middle and high schools will be decreased fifty percent (50%).

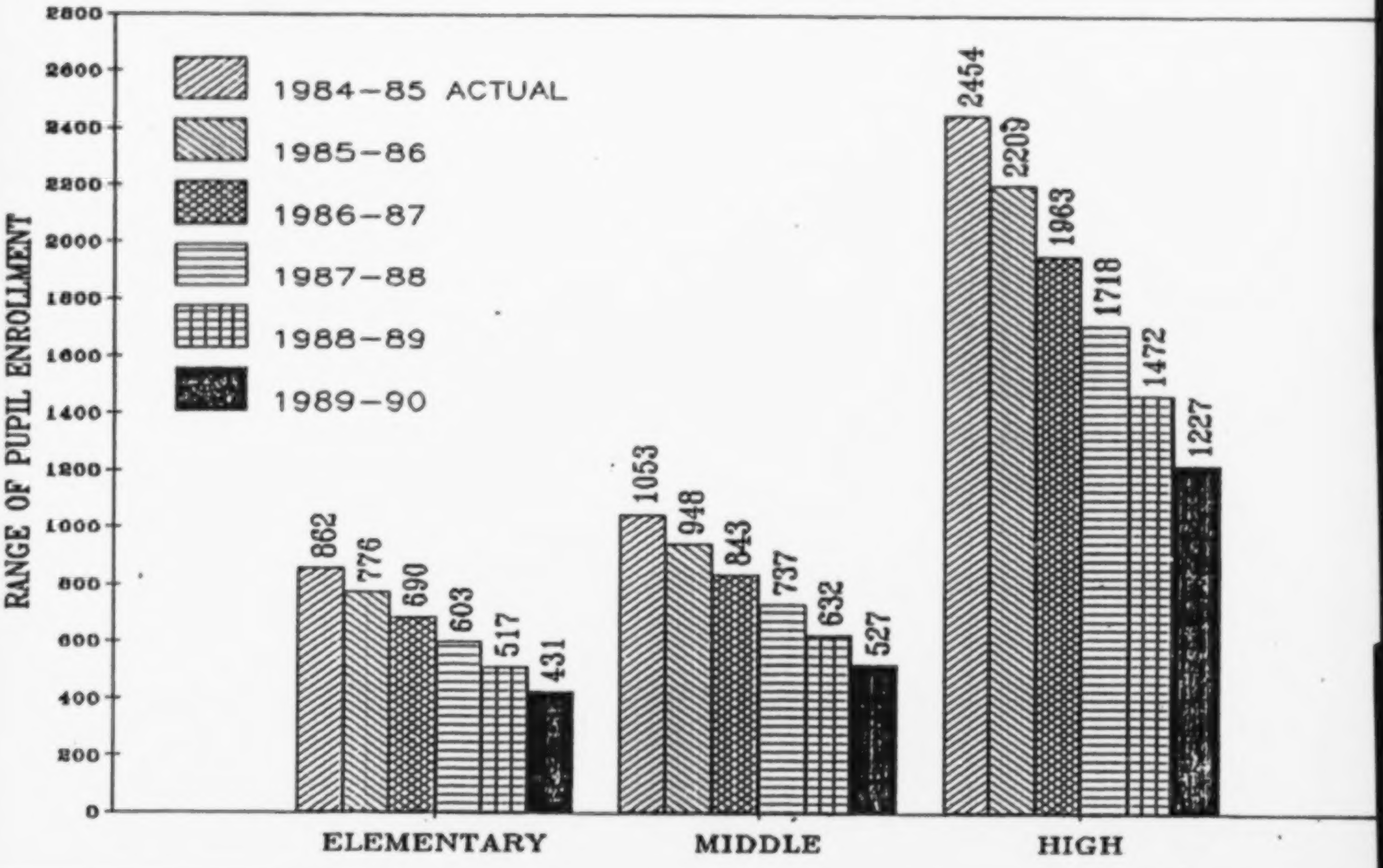
RATIONALE:

The recent DPS school curriculum reviews verify that school organization is one of the significant characteristics related to school effectiveness. At present there is a wide variance of school size within the DPS district as indicated by the following ranges of pupil enrollment:

School Level	Lowest Pupil Enrollment	Highest Pupil Enrollment	Range	Fifty Percent (50%) of Range
Elementary	212	1074	862	431
Middle	410	1463	1053	527
High	1064	3518	2454	1227

This indicator serves as a guideline for organizing schools so there is less variance in pupil enrollment. By decreasing the ranges of pupil enrollment the schools are not so large as to be impersonal and unmanageable nor so small that they are unable to offer a balanced curriculum. At the same time facilities are used in a way that is feasible and cost effective.

SCHOOL ORGANIZATION
RANGES OF PUPIL ENROLLMENT



GOALS

STRATEGIES

RATIONALE

IMPLEMENTATION TASKS

GOAL 1.0 STUDENT LEARNING

Increase the relevance, productivity and effectiveness of student learning by broadening the curriculum and instructional methodologies, identifying and providing support to high risk students.

STRATEGY 1.1 Student Thinking

Install instructional programs to enhance student thinking for Grades Pre-K through 12 and adult students in all subjects, including special emphasis on reading, writing and speaking.

RATIONALE:

The most important function of any school district is the effectiveness of its instructional programs. Special emphasis has been placed on reading, writing, and speaking as the critical fundamental skills underlying all instruction. The need for an emphasis on student thinking in the curriculum is well defined in recent prominent studies such as A Nation at Risk: The Imperative for Educational Reform and Michigan K-12 Program Standards of Quality.

Implementation Tasks

1.1.1 Integrate higher order thinking into the curriculum for all subjects and grades.
1.1.2 Provide the curricular materials needed for higher order thinking.
1.1.3 Implement a higher order thinking inservice education program.
1.1.4 Expand supervisory curricular support in order to provide a variety of instructional methodologies.

STRATEGY 1.2 Affective Education

Institute programs that impact upon the "affective domain" by nurturing the learning environment, developing concern and respect for the worth of all people, ensuring self direction and providing alternative forms of education.

RATIONALE:

Educational research and literature indicate the need for integrating "affective" considerations into the curriculum. The high level of poverty, crime and dropouts are some of the indicators of social and emotional stress within the community and schools. Inclusion of "affective" education in the curriculum provides educational experiences that will develop, support and enhance the socialization, motivation, self direction and developmental process of all students. Programs which meet the special needs of certain students are also included.

Implementation Tasks

1.2.1 Develop a district-wide affective education curriculum.
1.2.2 Implement a district-wide inservice education program to ensure the integration of affective and cognitive elements in all learning experiences.
1.2.3 Implement a district-wide program for high achievement expectations.
1.2.4 Give special attention to the needs of black male students.
1.2.5 Implement a comprehensive school climate improvement program.
1.2.6 Improve school safety and security for students and staff.
1.2.7 Provide more alternative educational opportunities for students and parents.

STRATEGY 1.3 Instructional Technology

Accelerate and expand the use of technology in delivering and managing instruction.

RATIONALE:

Rapid advances in the field of technology in recent years have made the computerization of many instructional functions not only feasible but in many instances more efficient than traditional classroom practices.

Implementation Tasks

1.3.1 Implement a system-wide computer assisted and computer managed instructional program.
1.3.2 Use interactive video-discs to provide individualized instruction.

STRATEGY 1.4 Curriculum System

Develop and install a clearly defined curriculum system that will programmatically result in completion through Grade 12 for students of all ages and improved and restructured delivery systems for class time, scheduling and facility.

RATIONALE:

Outcome-based instruction will accommodate variability in student achievement and aptitude and increase instruction targeted to individual needs. The values to the student are increased opportunity for academic success, improvement of equity for all students and prompt instructional assistance.

Implementation Tasks

1.4.1 Implement outcome-based continuous progress curricula for all students.
1.4.2 Implement a district-wide promotion and retention policy for all grades.
1.4.3 Target instructional support for under achieving students.
1.4.4 Analyze and use the results of the city-wide follow-up study of high school graduates in planning curricular improvement.

GOAL 2.0 COMMUNITY OUTREACH

Extend the outreach of the Detroit Public Schools through aggressive marketing, viable partnerships between school and the community, adult education, leadership training and improved responsiveness to parents.

STRATEGY 2.1 Image

Implement an aggressive public relations and marketing program to communicate DPS accomplishments, build community support, improve the DPS image and recruit regular and adult students.

RATIONALE:

Teachers, parents, voters and community leaders each provide support for the school district in a distinct way. Support for the schools follows when the public has confidence in the school system. DPS can help build public confidence through public relations and marketing programs. Support is also encouraged by providing educational services to a substantial population of adult residents who have not completed high school or are unemployed and would benefit from training opportunities.

Implementation Tasks

2.1.1 Assess the parent and community perception of DPS by utilizing regularly administered surveys.
2.1.2 Use a public relations firm to communicate positive DPS activities.
2.1.3 Establish linkages between DPS and businesses, industries and social, educational, and community organizations.
2.1.4 Support the Detroit Public Education Fund and other related programs.
2.1.5 Implement a city-wide adult enrollment recruitment plan.

STRATEGY 2.2 Parent and Community Involvement

Increase parent and community involvement in student learning, school-related programs and community outreach activities.

RATIONALE:

Parent and community involvement includes a range of services designed to assist parents in child-rearing and tutorial skills, child care programs, adult education programs and business partnerships programs. Programs of this nature are documented as benefiting the individual student.

Through more aggressive outreach programs parents and others in the community reinforce student learning and support school issues. Staff become more sensitive and responsive to the changing needs and roles of parents.

Implementation Tasks

2.2.1 Install activities, programs and services which encourage parent and community participation.
2.2.2 Develop profiles which assess parent and community participation.
2.2.3 Install programs which focus on parental responsibility for student learning and behavior.
2.2.4 Implement parent tutorial sites.
2.2.5 Develop and disseminate a packet for parents including questions parents should ask when visiting a school, classrooms, parent teacher conferences and similar activities.
2.2.6 Establish more child care services.
2.2.7 Train all DPS staff in techniques to communicate and work with parents and community residents.
2.2.8 Utilize selected DPS facilities on a 12-hour-a-day basis.

GOAL 3.0 FISCAL EFFECTIVENESS

Maximize fiscal effectiveness by expanding revenues, reducing costs and directing available resources to identified instructional and support program priorities.

STRATEGY 3.1: Revenues

Expand revenues by focusing on new opportunities to enhance funding from existing local, state and federal sources and developing alternative revenue sources from private and entrepreneurial ventures.

RATIONALE:

State and local sources of revenue have increased over the years, but not as much as the rise in the operating costs for schools. Furthermore, federal revenues have decreased. As sixty percent (60%) of the school system's revenue is from state aid, DPS is disproportionately affected by cutbacks in school aid funding. Additionally, the declining enrollment also adversely affects state funding.

Implementation Tasks

3.1.1 Increase revenues from high potential state and federal programs.
3.1.2 Enhance existing funding within the school system.
3.1.3 Propose and advocate changes in state and federal regulations to increase school funding levels.
3.1.4 Assist the state-wide coalition in identifying and analyzing the deficiencies in the present state aid formula, developing proposals for more adequate state aid funding and disseminating and promoting proposals.
3.1.5 Lobby for favorable legislative action on a proposed new state funding system.
3.1.6 Implement and monitor business ventures identified as economically, operationally and educationally feasible.
3.1.7 Ensure an optimal millage level.
3.1.8 Increase the bonding authority for capital improvements.

STRATEGY 3.2 System-wide Resource Management

Institute a system-wide resource management program to implement cost containment, operational improvements to increase productivity and effectiveness, maximize budget allocations for instructional programs and maintain a balanced budget.

RATIONALE:

Support expenditures are increasing more rapidly than instructional expenditures. Increasing administrative accountability, continued implementation of cost containment measures, possibly contracting delivery of certain services and efforts to reach collective bargaining agreements which facilitate cost management will help direct maximum resources to the DPS prime function of providing instructional services.

Implementation Tasks

3.2.1 Increase administrative responsibility and accountability for budget monitoring and control.
3.2.2 Implement cost management measures for productivity gains and cost savings.
3.2.3 Contract for services that can be delivered more cost effectively by outside sources.
3.2.4 Negotiate collective bargaining agreements with provisions that facilitate improved cost management and control.
3.2.5 Utilize technology wherever feasible and cost effective.

GOAL 4.0 HUMAN RESOURCE EFFECTIVENESS

Increase employee performance and ensure professional excellence through the implementation of planned processes and programs for staff development, employee involvement in decision making, collaborative union and management problem solving and employee self motivation.

STRATEGY 4.1 Staff Performance

Implement a district-wide program to improve staff performance through selection, training, supervision, evaluation, employee assistance and employee involvement.

RATIONALE:

The program for improving DPS staff performance requires a multifaceted approval. The hiring of new teachers, staff development, staff wellness, a succession and progression plan and sex equity are all component aspects that impact staff performance.

As an initial step utilization of bias-free pre-employment tests to determine the academic and communication skills proficiency of potentially new teachers increases the district's ability to identify quality candidates.

Second, internship and other staff development approaches provide opportunities to enable continued professional growth for staff.

Third, staff wellness and assistance programs serve to ensure that staff morale does not interfere with staff's ability to perform.

Fourth, to maintain a high level of staff performance requires a succession and progression plan to identify and train high potential managers to assume high level management positions as vacancies occur.

A consideration for sex equity must be woven into all other programs designed to improve staff performance.

Employee assistance and employee involvement programs coupled with programs to increase employee attendance also lead to improved staff performance.

Implementation Tasks

4.1.1 Negotiate a performance-based evaluation system for all employees.
4.1.2 Install a pre-employment test and peer evaluation internship program for new teachers.
4.1.3 Implement a program to identify and train high potential managers for executive positions.
4.1.4 Increase females and minorities in middle and top management.
4.1.5 Provide orientation for new and reassigned employees.
4.1.6 Implement a comprehensive staff development program.
4.1.7 Increase continuing education opportunities.
4.1.8 Implement Essential Elements of Effective Instruction (EEEI) throughout the school system.
4.1.9 Increase employee incentive programs for outstanding performance.
4.1.10 Expand employee assistance programs to provide counseling services in substance abuse, legal, financial, psychological and other related problems.
4.1.11 Implement the Employee Attendance Improvement Program.
4.1.12 Institute an employee involvement program which includes orientation and training for top management and union leadership by utilizing successfully established models and implementing them through volunteer pilot groups.

GOAL 5.0 ORGANIZATIONAL EFFECTIVENESS

Increase organizational effectiveness by instituting district policies as enabling measures to improve the management systems and revise the organizational structure.

STRATEGY 5.1 Management Policy

Implement a broad-based management policy which permits adaptability to change, modification of the administrative structure and institution of necessary management components.

RATIONALE:

First, the Detroit district is on the threshold of instituting several major computerized systems covering many aspects of district management and administration. Second, the continued declining enrollment requires adjustments across all administrative areas. Third, the present organizational structure is one that has evolved over recent years, accommodating various administrative and demographic changes. An updating and synchronization of the district structure with future needs will increase management and administrative capabilities.

Implementation Tasks

5.1.1 Implement a comprehensive database for all levels of the school system.
5.1.2 Develop a management information system to assist planning and decision making.
5.1.3 Evaluate and adjust as needed the current administrative structure including the area organization.
5.1.4 Consolidate position descriptions to reflect the organizational structure.
5.1.5 Assign and utilize DPS staff and other resources consistent with the school district's priorities.
5.1.6 Explore the feasibility and cost effectiveness of contracted services for special programs and utilize such services to the greatest extent possible.
5.1.7 Establish incentive programs for cost effective units.

STRATEGY 5.2 School Organization

Improve school organization by performing an analysis of all facilities, determining the most desirable model for school organization, consolidating facilities, reassigning staff based on educational priorities and implementing a balanced curriculum in all schools.

RATIONALE:

The long-range DPS projection of pupil enrollment indicates a continued decline, through 1990, with an estimated loss of 20,000 pupils.

In order to provide components such as balanced curriculum, support staff, special projects programs, bilingual education and pre-school, school organization models must be developed and implemented to assure adequate facility and staffing.

Furthermore, as the city population continues to decline from 1.2 million to an estimated 900,000 in 1990 along with the projected DPS enrollment decline, adequate steps must occur so that future school closings and consolidations service the community equitably.

Implementation Tasks

5.2.1 Develop a formula for school size, administrative organization, and staffing which includes special education, special programs and other unique needs.
5.2.2 Establish alternative schools and programs based on identified student needs.
5.2.3 Identify exemplary models of schools for visitation and observation by staff.

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